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ABSTRACT

Indicators of quality in the evening, weekend, and outreach programs administered by the Community Services Program are assessed in this report. Part One examines extensive demographic data for the three-county district in terms of population, economic, and educational characteristics. Part Two displays course offerings by geographical location and by specific client groups, including lower division collegiate (college parallel courses), occupational preparatory, occupational supplementary, reimbursable other education (self-improvement), non-reimbursable (hobby-recreation), senior programs, community events, adult basic education, and special programs. Part Three reports the results of instructor, student, and administrator surveys regarding program quality. The results indicate that students, teachers, and administrators are generally satisfied with the community services program and their role within it, but that the program tends to serve those who are already veterans in the educational system, and people with lower levels of educational attainment, lower family incomes, or who are senior citizens are not participating proportionately to their numbers in the district population. A summary of program strengths and weaknesses, a discussion of survey design and methodology, and the questionnaires complete the document. (LH)

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PERFORMANCE IMPROVEMENT PLAN

COMMUNITY SERVICES DIVISION

January, 1978
Chemeketa Community College
Salem, Oregon

JC 780 107

In October of 1977, the College President initiated the Performance Improvement Plan by assigning the four divisions specific data gathering and assessment responsibilities. The Community Service Division, which administers all of Chemeketa's evening, weekend and outreach programs, was asked

to gather and display demographic data relevant to program planning

to display course offerings by geographical location throughout the District

to assess program quality from the perspective of students, instructors and administrators

to determine program strengths and weaknesses

to determine the effectiveness of advisory committees to Division programs

This report fulfills that assignment.

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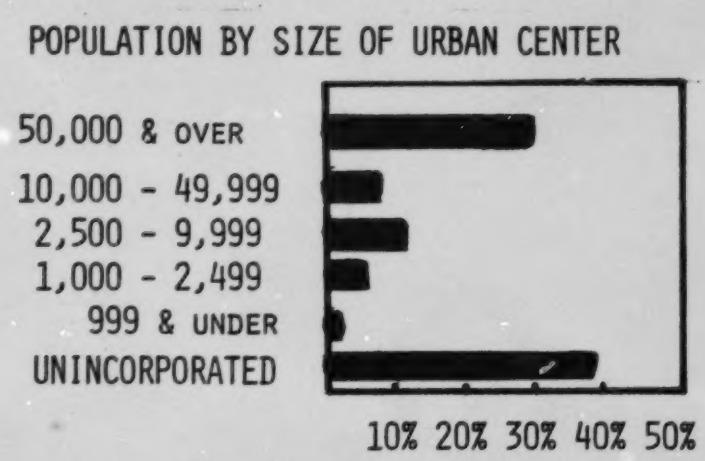
Population

In past decades, population growth in the tri-county area has been both rapid and consistant. This growth has averaged a little over 26 percent a decade since 1940, while the population has increased between 21 and 30 percent. Current projections suggest that the population will continue to grow; however, at a slower rate.

Total Population July 1976	Projected 1980	% Increase	Projected 1985	% Increase
260,400	284,494	9.2	313,830	8.3

The proportional increase of the district's population residing in the urban centers of the three counties has paralleled the general increase in population. The urban population has risen from 36 percent in 1940 to 62 percent in 1976. These statistics indicate that urban growth exceeds rural growth, and that no new urban centers have developed from the small towns in the district.



Population changes throughout the district are due primarily to migration.

Population Change

Net Change	Natural Increase	Net Migration	% Due to Migration
8000	1455	6545	81.8

These figures chiefly represent an influx of new residents into the Tri-County area rather than out migration to other areas.

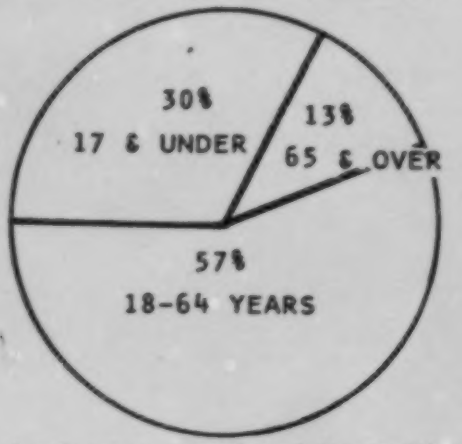
DEMOGRAPHIC DATA

This section of the Program Improvement Plan presents the display of the demography of the Chemeketa Community College District. The purpose of collecting, displaying and analyzing this data is to set a framework from which to ask specific questions about current and future programming for college classes and services.

The data was collected in three general classifications: Population characteristics, Economic characteristics, and Educational characteristics. They are presented first in a composite of the College District, then by units: Marion, Polk, and Yamhill Counties. It is the intent of this section to set a historical basis to the data, display collected data, and formulate critical questions that the data suggest.

The median age of residents in the college district was 28.8 years in 1970. Currently it is 29.5 years, which suggests the median age of residents in the district is rising. At the same time, the birth rate is declining, and it is increasingly difficult to predict when/if couples will choose to have children. Further, the number of children becoming school age is declining in proportion to the numbers of residents entering the 25 to 35 age groupings.

Age of population



The median number of school years completed by residents of the tri-county area was 12.16 years in 1970. The national average was 12.2 years. Despite the average attainment there were a number of district residents who completed far less formal education:

Adults With 4th Grade Education or Less	3,552
Adults Not Finished High School	50,017

The same census showed that 6.5% of all district adults were enrolled in continuing education.

Almost paradoxically, the tri-county cumulative percentage of high school dropouts has been increasing rapidly. State Department of Education records of participating school districts indicate that the dropout rate in the tri-counties was 12.5% in 1971. In 1975 it was 28.5%.

High School Graduations:	5-Year Average	1975	1976
Percent students Enrolled grade nine	77.96	73.53	75.06

The number of children in the tri-county public schools increased until 1971. Since then there has been a slow stabilization of school enrollments.

Economy

The tri-county area has been characterized by a fluxuating but upward rate of economic growth over the past 30 years. This growth has been distributed unevenly over the economic sectors, there being a marked decline in agricultural employment, and nominal to large increases in commercial-service and manufacturing employment. Retailing and service industry growth concentrated in Marion and

Polk counties during the 1960-70 period. Yamhill county, in contrast, declined progressively in regional economic importance in this area. Yamhill comprised 19.6% of all commercial service employment in 1940 but only 16.2% in 1970.

The decline in the traditional economic base - lumber and food products - has been unevenly distributed through the area. The smaller sawmills and food processing plants in the rural areas have been primarily affected by this decline. A number of large food processing as well as pulp and paper plants began operations in the larger cities at the same time as the rural areas were experiencing the decline.

To a very large degree, regional economic growth has resulted from and is reflected by the growth of Marion county as a major employment center. The availability of public services, a skilled labor market, and specialized commercial and administrative operations have spurred a high rate of economic growth.

The following tables contain data basic to the employment and income averages for the college district.

Unemployment

Labor Force Not Employed	1975	1976
	11.2%	9.0%

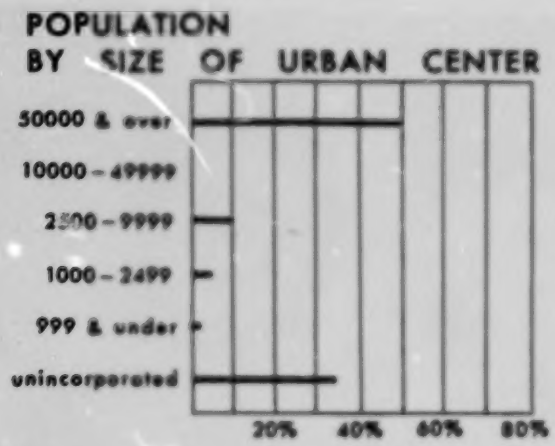
Earnings and Income

	1969	1975	1976	
Average Employee Earnings		9,063	10,008	
Median Family Income	8,846		13,131	
Percent of annual change 1969-75				6.92%
Median House Hold EBI		10,658		

The data suggest a need for college services and point to areas for potential growth. Both established and new residents in the District with previous education and adequate incomes will seek further education. Adults who are unemployed, poor, and/or who have not completed high school or earned an equivalency certificate need college services, but may not seek them readily. The data also suggest questions for the college as it considers meeting the needs of the people described in this report.

MARION COUNTY CHARACTERISTICS

Marion County contains 67% of the population of the Chemeketa Community College District. Therein, 46.2% of the population reside in Salem, 17.8% in other cities and towns, and 36.0% in rural areas.



Marion County has experienced steady population growth during the past decade, and projections indicate a continuation of this trend.

Total Population	July 1976	Projected 1980	% Increase	Projected 1985	% Increase
	173,030	184,921	9.4	203,334	17.3

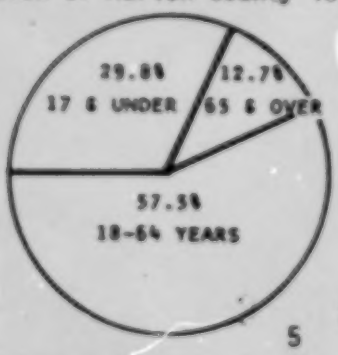
The change or growth in the population of the county can be attributed primarily to migration into the county.

Population Change

Net Change	Natural Increase	Net Migration	% Due to Migration
5,373	1,027	6,400	84.0

Between 1971 and 1974 the percent of change or growth due to migration was 49.0%. The trend continued and produced 84.0% of the growth between 1975 and 1976.

The majority of the population of Marion County is between 18 and 64 years of age.



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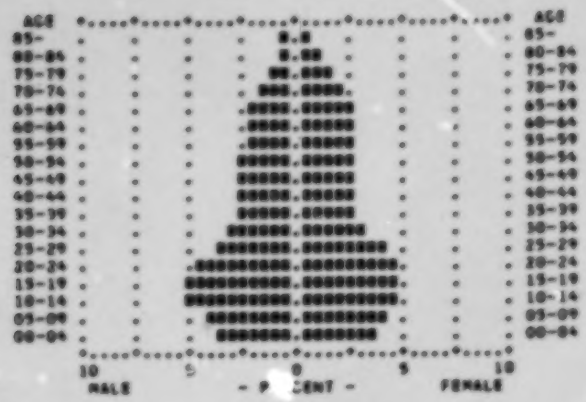
The median age of the residents of Marion County is 30.5 years. While the bulk of the population remains under 30 years of age, the number of children under 10 years of age is stabilizing. A continuation of this trend will result in the median age of the county population increasing rapidly in the next ten years.

POPULATION BY AGE AND SEX



Education

Figures from the 1970 census indicate that 21.4% of the population (32,392 residents) had not finished high school. Still, the median highest grade completed for county residents was 12.3 years. The dropout rate calculated from the 9th grade enrollments graduating from Marion County high schools was 23.6%. This rate is much higher than the 1971 figure of 12.5% for the tri-counties, but lower than the 27.2% for Marion County in 1975.

High School Graduations	5-Year Average	1975	1976
Percent students Enrolled Grade Nine	77.8	71.8	76.4

Other enrollment data on Marion County Schools have implications for educational planners:

School Enrollments Grades 1 - 8	24,028	
School Enrollments Grades 9 - 12	11,638	
Adults With 4th Grade Education or less	2,448	
Adults Not Finished High School	32,392	
Median Grade Completed		12.3
Adults Enrolled in Continuing Education		5.6%

Economic

Total employment in 1975 was 70,800. Approximately 85% of all employment was non-agricultural. The largest employer was government, followed by wholesale and retail trade, services, and manufacturing. Projections indicate these employment areas will continue to hold the majority of workers with only manufacturing decreasing 1/2% by 1985.

	1970	%Share	1975	%Share	1980	%Share	1985	%Share
TOTAL EMPLOYMENT	59,400		70,800		81,700		91,400	
Total Non-agricultural Employment	47,400	79.8	60,050	84.8	71,000	86.9	81,000	88.6
Mining	100	.17	100	.14	100	.12	125	.14
Construction	2,300	3.9	3,075	4.3	3,300	4.0	3,550	3.9
Manufacturing	7,575	12.8	9,250	13.1	10,400	12.7	11,400	12.5
Food and Kindred Products	(3,375)	5.7	(3,950)	5.6	(4,200)	5.1	(4,400)	4.8
Lumber and Wood Products	(900)	1.5	(875)	1.2	(875)	1.1	(800)	.88
Paper and Allied Products	(775)	1.3	(825)	1.2	(850)	1.0	(875)	.95
Primary Metals	(25)	.04	(25)	.03	(25)	.03	(25)	.03
Transportation Equipment	(275)	.46	(500)	.71	(650)	.79	(825)	.90
Transportation and Public Utilities	1,825	3.1	2,075	2.9	2,200	2.7	2,400	2.6
Wholesale and Retail Trade	10,150	17.1	12,550	17.7	15,125	18.5	17,250	18.9
Finance, Insurance, and Real Estate	2,750	4.6	3,450	4.9	4,075	5.0	4,675	5.1
Services	7,100	11.9	9,550	13.5	12,050	14.7	14,300	15.6
Government	15,600	26.3	20,000	28.2	23,750	29.1	27,300	29.9
Federal	(1,200)	2.0	(1,300)	1.8	(1,400)	1.7	(1,550)	1.7

Source: BPA - Requirements Section
March 15, 1976

Among employed residents of Marion County, the average earnings increased 8.8% between 1975 and 1976, going from $9,196 to $10,008. The Marion County median family income in 1976 was $13,205, up from $12,670 in 1975 and $9,014 in 1969. This represents an annual increase of 6.64% per year from 1969 to 1976. The median effective buying income of households in Marion County was $11,039 in 1975. Forty nine percent of Marion County households had an effective buying income between $10,000 and $25,000; however, 35% of households had an effective buying income of less than $8,000.

Earnings & Income

	1969	1975	1976	
Average Employee Earnings		9,196	10,008	
Median Family Income	9,014	13,205		
Percent of Annual Change 1969-75				6.64 %
Median Household EBI		11,039		
Percent of households in EBI Groups				
0 - 7,999				35.8
8,000 - 9,999				9.0
10,000 - 14,999				24.3
15,000 - 24,999				24.5
25,000 and over				6.4

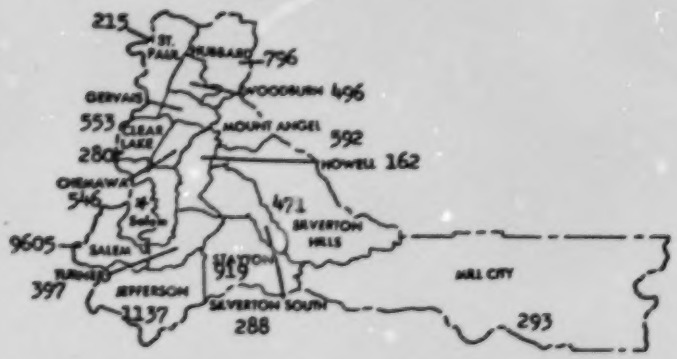
State income tax returns for 1975 show the following data for Marion County:

Income Tax Returns Reporting Adjusted Gross Income (AGI)

0 - 3,999	29.2%
4,000 - 9,999	27.8%
10,000 - 14,999	18.0%
15,000 - 24,999	18.9%
25,000 and over	6.2%

Marion County has an estimated 30,501 residents living at or below poverty level as defined by the federal government. The greatest concentration of these are in the Salem area, where 9,605 people are defined as poor. Other concentrations of people with incomes below poverty level are in Jefferson with 1,137, Stayton with 919, and Hubbard with 796.

Where are the Poor?



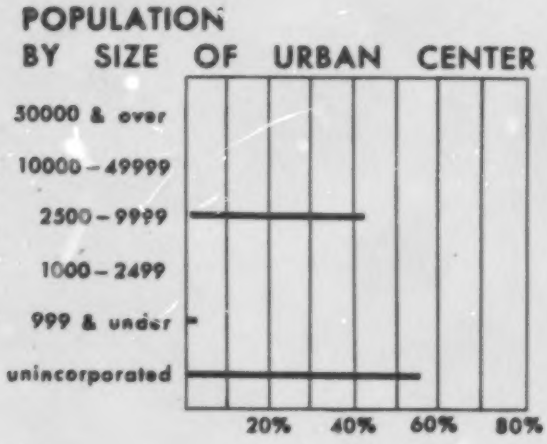
Monthly averages of unemployed workers in the county declined from 1975 to 1976:

Labor Force Not Employed	1975	1976
	10.3%	9.1%

These percentages reflect a monthly average number of unemployed in the labor force of 7,300 persons in 1975 and 7,010 in 1976.

POLK COUNTY CHARACTERISTICS

Polk County had an estimated population of 41,400 on July 1, 1976. Polk County residents, who represent 15.8% of population of the College District, live primarily in smaller towns or rural areas.



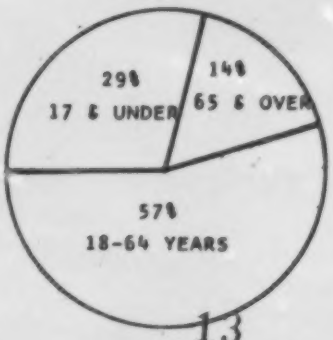
The population of Polk County increased 1.9% between 1975 and 1976, and projections indicate continued growth.

Total Population July 1976	Projected 1980	% Increase	Projected 1985	% Increase
41,400	44,797	9.2	49,263	18.9

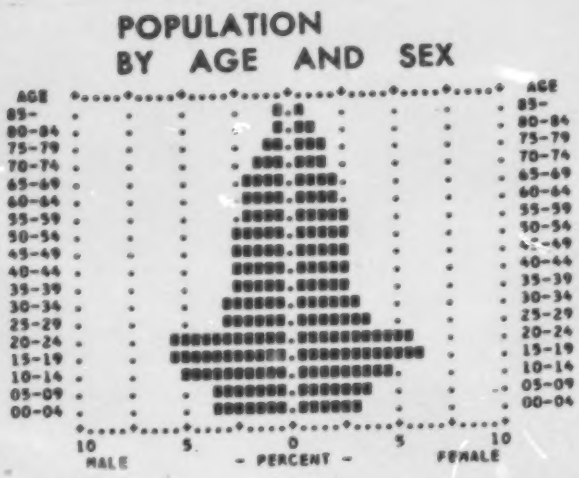
The 1.9% population increase represents 800 new residents, the majority of whom migrated into the county.

Net Change	Natural Increase	Net Migration	% Due to Migration
800	155	645	80.6

The distribution of the population by age in Polk County is similar to that of the College District.



The median age of Polk County residents is 27.3 years. As in Marion County, the trend is toward an increase in the average age.



Education

While the average highest grade completed for Polk County residents is 12.2, there are indications that the percent of high school graduates is dropping:

High School Graduations	5-Year Average	1975	1976
Percent Students Enrolled Grade Nine	79.7	79.0	76.1

Other data further describe the education of Polk County residents.

Schools Enrollments Grades 1 - 8	5,570	
School Enrollments Grades 9 - 12	2,928	
Adults With 4th Grade Education or less	468	
Adults Not Finished High School	7,836	
Median Grade Completed		12.2
Adults Enrolled in Continuing Education		8.4%

Economic

Total employment in 1975 was 16,550. Non-agricultural employment accounted for 57.8 of all employment in Polk County, the largest being in manufacturing with 20.2% and government with 16.8%. Projections through 1985 show agricultural employment declining while manufacturing, government and services remain the major employers in the county.

	1970	%Share	1975	%Share	1980	%Share	1985	%Share
TOTAL EMPLOYMENT	13,800		16,550		18,850		20,750	
Total Non-agricultural Employment	8,150	59.0	9,575	57.8	11,200	59.4	12,350	59.5
Mining	-		25	.15	25	.13	25	.12
Construction	300	2.2	250	1.5	325	1.7	350	1.7
Manufacturing	3,025	21.9	3,350	20.2	3,725	19.8	3,825	18.4
Food and Kindred Products	(675)	4.9	(675)	4.1	(725)	3.8	(825)	4.0
Lumber and Wood Products	(1,475)	10.7	(1,525)	9.2	(1,575)	8.4	(1,225)	5.9
Paper and Allied Products								
Primary Metals								
Transportation Equipment	-		(25)	.15	(25)	.13	(25)	.12
Transportation and Public Utilities	125	1.0	175	1.0	250	1.3	300	1.4
Wholesale and Retail Trade	1,275	9.2	1,300	7.8	1,425	7.6	1,525	7.3
Finance, Insurance and Real Estate	325	2.4	350	2.1	400	2.1	425	2.0
Services	800	5.8	1,350	8.2	1,875	9.9	2,325	11.2
Government	2,300	16.7	2,775	16.8	3,175	16.8	3,575	17.2
Federal	(100)	1.0	(175)	1.0	(200)	1.1	(225)	1.1

Source: BPA - Requirements Section
March 15, 1976

Information relevant to earnings and income of Polk County residents indicates a rising average family income between 1969 and 1976. Data in 1975 also establish the median household effective buying power at $10,601, and show the percentage of households at different effective buying levels.

Earnings and Income

	1969	1975	1976	
Average Employee Earnings		9,249	10,104	
Median Family Income	8,891	13,205		
% Annual Change 1969-75				7.11%
Median Household EBI		10,601		
% Households in EBI Groups				
0 - 7,999				37.3
8,000 - 9,999				9.6
10,000 - 14,999				25.0
15,000 - 24,999				20.8
25,000 and over				7.5

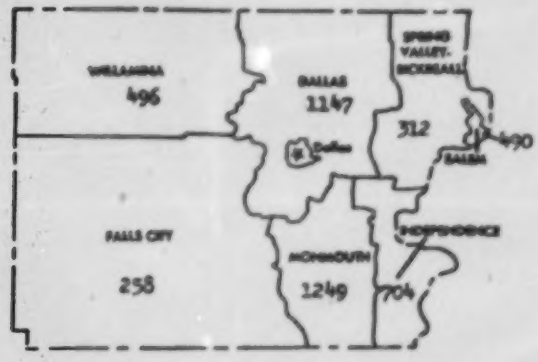
State income tax returns for 1975 show the following data for Polk County:

Income tax returns reporting Adjusted Gross Incomes of

0 - 3,999	30.2%
4,000 - 9,999	25.7%
10,000 - 14,999	18.2%
15,000 - 24,999	18.7%
25,000 and over	6.1%

Polk County has an estimated 7,659 residents living at or below the poverty level. The greatest concentration of tnese residents are in Monmouth with 1,249, Dallas with 1,147, and Independence with 704.

Where are the Poor?

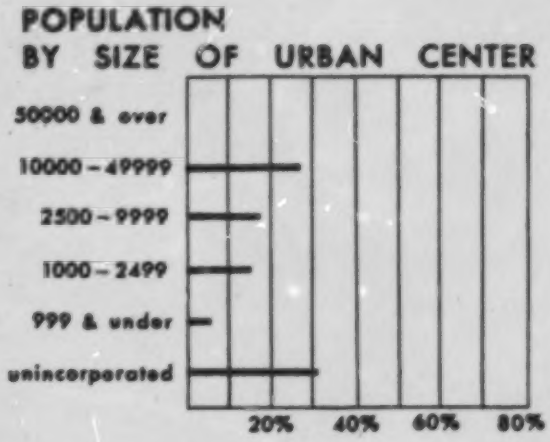


In 1976, the average monthly unemployment in Polk County was 8.2%, down from 11.1% in 1975. These percentages represent a monthly average number of unemployed persons in the labor force at 1,500 in 1975 and 1,490 in 1976.

	1975	1976
Labor Force Not Employed	11.1%	8.2%

YAMHILL COUNTY CHARACTERISTICS

Yamhill County had an estimated population on July 1, 1976, of 45,700 people. This represents 17.5% of the Chemeketa Community College District's population. The county has 67.4% of its population spread evenly over cities and towns ranging in size from 610 to 12,640 persons. The remaining 32.6% of the population resides in the rural areas of the county.



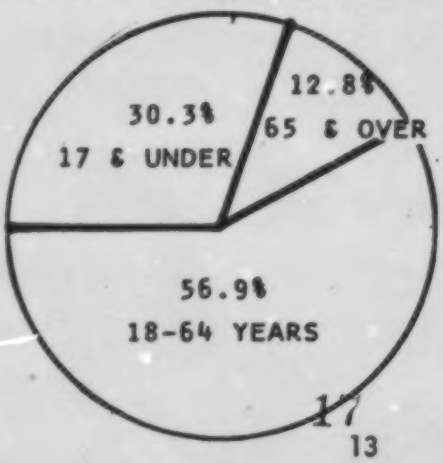
Like the rest of the College District, Yamhill County is experiencing an increase in population, which is predicted to continue.

Total Population July 1976	Projected 1980	% Increase	Projected 1985	% Increase
45,700	54,776	8.3	61,223	33.9

The majority of increase in the population of Yamhill County comes from migration, which accounted for 65.9% of the County's increase between 1975 and 1976.

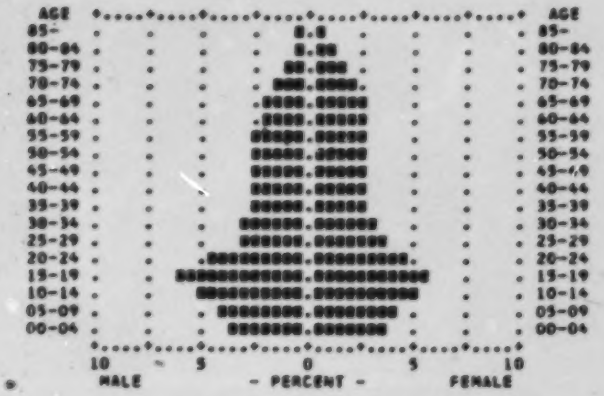
Net Change	Natural Increase	Net Migration	% Due to Migration
800	273	527	65.9

Almost 60% of the population of Yamhill County is over 18 years of age.



The median age of County residents is 30.6 years. As in the other counties, data suggests that the average age will increase.

POPULATION BY AGE AND SEX



Education

The median highest grade completed is 12.0 for Yamhill County residents. The dropout rates in Yamhill County schools show a decrease between 1975 and 1976.

High School Graduations	5-Year Average	1975	1976
Percent students enrolled grade nine	76.4	69.8	72.7

The 1970 Census data further details the education of Yamhill County residents:

School Enrollments Grades 1-8	6,723	
School Enrollments Grades 9-12	3,494	
Adults With 4th grade Ed or less	636	
Adults Not Finished High School	9,789	
Median Grade Completed		12.0
Adults Enrolled in Continuing Education		5.7%

Economic

Total employment in the county in 1975 was 17,800 persons. Non-agricultural employment accounted for 65.4% of employment. Manufacturing, wholesale and retail trade, services, and government are the major employers in the county. Agricultural employment, which accounted for 34.6% of the county's employment in 1976, is projected to decrease only slightly by 1985.

	1970	%Share	1975	%Share	1980	%Share	1985	%Share
TOTAL EMPLOYMENT	14,500		17,800		20,450		22,800	
Total Non-agricultural Employment	9,880	67.4	11,650	65.4	13,500	66.0	14,800	64.9
Mining	50	.34	50	.28	75	.37	50	.22
Construction	250	1.7	350	2.0	450	2.2	500	2.2
Manufacturing	2,900	19.9	3,550	19.9	4,050	19.8	4,200	18.4
Food and Kindred Products	(575)	3.9	(525)	2.9	(575)	2.8	(575)	2.5
Lumber and Wood Products	(725)	5.0	(850)	4.8	(900)	4.4	(800)	3.5
Paper and Allied Products	(275)	1.9	(300)	1.7	(300)	1.5	(275)	1.2
Primary Metals	(100)	.7	(175)	1.0	(225)	1.1	(250)	1.1
Transportation Equipment	(525)	3.6	(675)	3.8	(825)	4.0	(950)	4.2
Transportation and Public Utilities	375	2.6	400	2.2	450	2.2	500	2.2
Wholesale and Retail Trade	2,000	13.7	2,225	12.5	2,525	12.3	2,800	12.3
Finance, Insurance and Real Estate	500	3.4	600	3.4	675	3.3	725	3.2
Services	1,975	13.6	2,400	13.5	2,825	13.8	3,225	14.1
Government	1,750	12.0	2,075	11.6	2,450	12.0	2,800	12.3
Federal	(125)	.8	(125)	.7	(150)	.73	(175)	.76

Source: BPA - Requirements Section
March 15, 1976

The median Yamhill County family income rose between 1969 and 1976 at an annual rate of increase of 7.01% per year. The median effective buying income of households in Yamhill County was $10,335 in 1975, and in 1976 the average employee earning was $9,912, up 13.4% over the 1975 average.

Earnings and Income

	1969	1975	1976	
Average Employee Earnings		8,744	9,912	
Median Family Income	8,633	12,269	12,872	
% Annual Change 1969-76				7.01%
Median Household EBI		10,335		
% Households in EBI Groups				
0 - 7,999				38.3
8,000 - 9,999				9.7
10,000- 14,999				24.1
15,000- 24,999				21.8
24,000 and over				5.6

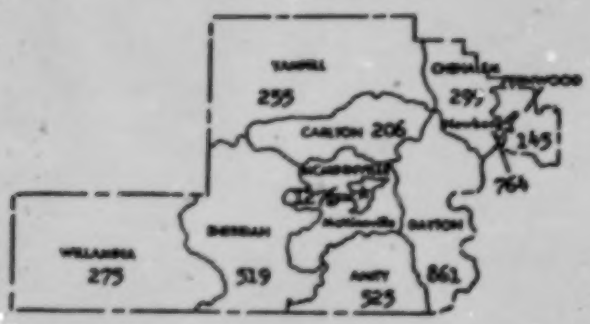
State Income Tax returns for 1975 show the following data on adjusted gross income for Yamhill County.

Income tax returns reporting Adjusted Gross Incomes:

0 - 3,999	28.9%
4,000 - 9,999	28.0%
10,000 -14,999	18.8%
15,000 -24,999	18.7%
25,000 and over	5.6%

Yamhill County has an estimated 8,637 residents living at or below the poverty level. The concentrations of these residents are in McMinnville with 1,276 and Dayton with 861.

Where are the Poor?



Unemployment in Yamhill County held a monthly average of 9.7% in 1976, down from 12.2% in 1975.

	1975	1976
Labor Force Not Employed	12.2	9.7

These percentages equal a monthly average number of unemployed in the labor force at 2,580 in 1975 and 2,090 persons in 1976.

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SUMMARY OF DATA DESCRIPTION

DATA	SOURCE	YEAR
Population:	Center for Population Research and Census.	
Total Population	Portland State University Portland, OR	Estimates for 7-1-76
Age Group Estimates	" " "	Estimates for 7-1-76
Population by Age and Sex	" " "	Estimates for 7-1-76
Projected Population 1980, 1985.	" " "	Estimates for 7-1-76
Urban and Rural	" " "	Estimates for 7-1-76
Population Change	" " "	From 7-1-75 to 7-1-76
Median Age	" " "	Estimates for 7-1-76
Education:		
Highest Grade Completed	U.S. Census	For 1970
Adults Not Finished High School	" "	" "
School Enrollments. Grade 1-8	" "	" "
School Enrollments. Grade 9-12	" "	" "
9th Graders Who Graduate From High School	Department of Education State of Oregon	For classes of 1975 and 1976
Adults Enrolled in Cont. Ed.	U.S. Census	For 1970
Economic:		
Effective Buying Income	Sales Management Management Annual Survey of Buying Power	For Calendar year, 1975
Median Family Income	Housing Division, Department of Commerce, State of Oregon	For Calendar years, 1969 and 1976.

DATA	SOURCE	YEAR
Adjusted Gross Income	Department of Revenue, State of Oregon	For Calendar year 1975
Unemployment	Employment Division, Department of Human Resources, State of Oregon	For Calendar year 1976
Average Employee Earnings	" " "	For Calendar year 1976
Total Employment	" " "	Figures Compiled or Estimated, March 15, 1976

DISPLAY OF PROGRAM OFFERINGS BY GEOGRAPHICAL LOCATION

The course offerings listed in the following report are displayed according to reimbursement classifications of the State Department of Education.

Lower Division Collegiate (LDC) - College parallel courses which carry credits transferrable to 4-year institutions where they apply toward a bachelors degree.

Occupational Prepatory (VTP) - courses designed to prepare individuals for employment in a specific occupation.

Occupational Supplementary (VTS) - courses designed for individuals who have already entered an occupation but who seek retraining or skill improvement to achieve job stability or advancement.

Reimbursable Other Education (OR) - courses which are self-improvement in nature and not hobby-recreation.

Non-reimbursable (NR) - courses that are hobby-recreation in nature.

While most courses are displayed by geographic location, those offered to specific client groups are listed under the group classification:

Senior Programs - Within this classification most offerings are in the Salem metropolitan area. Other centers offer classes for older adults but do not provide full programs.

Community Events - (also includes women's programs). The courses are aimed at community groups and tap current interests and issues. Courses are generally short-term and most are in the Salem metropolitan area.

Adult Basic Education includes ABE (instruction parallel to grades 1-8), GED (instructional help leading toward a high school certificate of equivalency), ESL (English as a Second Language) and High School Completion.

Special Programs includes offerings designed for special clientele. Many of the courses are funded through grants and contracts. Areas of service include Health Occupations, Comprehensive Home Economics, Farm Business Management, Small Business Management, School Bus Driver Training, Office Skills Training, and Special Training for Mentally Handicapped Adults.

Throughout this section, the End of Term Report was used as the source for the data, with the following exceptions:

No Separate Coordinator Code for Seniors or Special Events
Summer 1976, Summer 1975, Winter 1976
Fall 1976, Fall 1975, Spring 1976

Used Supplemental Report Fall 1975, Spring 1976

Used 4th Week Report Fall 1977

No Separate Coordinator Code for Special Projects - all terms.

			Campus					Adult Basic Education				
			LDC	VTP	VTS	OR	NR	LDC	VTP	VTS	OR	NR
		D	155	78	0	2	0					
S.	77	E	75	40	32	7	8	0	0	0	37	5
F.	77		52	57	76	34	21	0	5	0	64	7
S. Total			282	175	108	43	29	0	5	0	101	12
		D	128	89	1	1	0					
S.	76	E	54	40	30	12	14	0	0	0	23	0
F	76		40	57	122	34	34	0	6	0	55	8
W.	77		41	61	128	34	24	0	5	0	71	9
SP.	77		40	62	87	29	34	0	2	1	53	8
S. Total			303	309	368	110	95	0	13	1	202	25
		D	112	97	3	2	0					
S.	75	E	46	42	24	15	15	0	0	1	36	0
F.	75		26	55	111	48	29	0	0	0	53	0
W.	76		23	53	96	35	30	0	0	0	51	0
SP.	76		20	50	80	33	33	0	0	0	53	0
S. Total			227	297	314	133	107	0	0	1	193	0
Total			812	781	790	286	232	0	18	2	496	37

	North Salem					South Salem				
	LDC	VTP	VTS	OR	NR	LDC	VTP	VTS	OR	NR
S. 77	0	0	0	0	0	0	0	0	0	0
F. 77	43	0	0	4	9	13	8	21	29	17
S. Total	43	0	0	4	9	13	8	21	29	17
S. 76	0	0	0	0	0	0	0	0	0	0
F. 76	41	0	2	8	15	19	10	24	39	36
W. 77	41	0	0	12	11	18	7	16	38	21
SP. 77	45	0	0	5	14	19	12	13	31	18
S Total	127	0	2	25	41	56	29	53	108	75
S. 75	0	0	2	4	0	0	2	2	3	3
F. 75	43	0	1	11	15	3	6	17	32	30
W. 76	35	0	0	7	11	6	7	16	28	21
S. 76	41	0	0	12	10	2	4	15	23	21
S. Total	119	0	3	34	36	11	19	79	86	75
Total	289	0	5	63	86	80	56	153	223	167

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	Community Events					Senior Programs				
	LDC	VTP	VTS	OR	NR	LDC	VTP	VTS	OR	NR
S. 77	0	0	0	2	0	0	0	0	3	0
F. 77	1	0	1	17	10	0	0	2	25	5
S. Total	1	0	1	19	10	0	0	2	28	5
S. 76	0	0	0	2	0	0	0	0	3	0
F. 76	0	0	0	6	7	0	0	0	12	7
W. 77	2	0	1	12	9	0	0	3	19	6
SP. 77	0	0	0	10	7	0	0	0	28	6
S. Total	2	0	1	30	23	0	0	3	62	19
S. 75	0	0	0	2	0	0	0	0	2	0
F. 75	0	0	0	4	4	0	0	0	8	1
W. 76	0	0	0	8	4	0	0	0	8	0
SP. 76	0	0	0	8	6	0	0	0	10	0
S. Total	0	0	0	22	14	0	0	0	28	1
Total	3	0	2	71	47	0	0	5	118	25

The numbers of OR and NR offerings are not totally accurate since blanket numbers were used to cover selected activities (i.e. Thursday Brown Bag and Weekend Programs). Thus what was counted as a single offering because it was scheduled once, may have covered 10 different activities.

Special-Programs

	LDC	VTP	VTS	OR	NR
S. 77	0	11	9	24	0
F. 77	9	7	29	13	0
	9	18	38	37	0
S. 76	0	11	7	2	0
F. 76	2	6	29	6	0
W. 77	1	5	19	4	0
SP. 77	3	7	15	7	0
	6	29	70	19	0
S. 75	0	17	3	1	0
F. 75	2	3	25	4	0
W. 76	2	7	21	9	0
SP. 76	4	6	15	9	0
	8	33	64	23	0
Total	23	80	172	79	0

Corrections

LDC	VTP	VTS	OR	NR
59	85	2	0	0
70	79	0	0	0
129	164	2	0	0
18	59	0	0	0
32	61	0	0	0
78	75	9	0	0
78	100	1	0	0
206	295	10	0	0
1	41	1	0	0
3	54	0	0	0
10	59	1	0	0
13	62	3	0	0
27	216	5	0	0
362	675	17	0	0

These figures include courses scheduled through Chemeketa which are taught by State of Oregon employees. They are not paid by Chemeketa, thus do not affect our expenditures for instruction. The majority of these cases are in the VTP offerings.

	Woodburn					Aurora				
	LDC	VTP	VTS	OR	NR	LDC	VTP	VTS	OR	NR
S. 77	16	1	8	15	3	0	0	0	0	0
F. 77	6	0	6	28	5	0	0	2	2	3
	22	1	14	43	8	0	0	2	2	3
S. 76	0	0	0	0	0	0	0	0	0	0
F. 76	6	1	3	13	9	0	0	3	0	2
W. 77	4	1	2	14	5	0	0	3	2	2
SP. 77	3	1	3	13	5	0	0	0	1	1
	13	3	8	40	19	0	0	6	3	5
S. 75	2	0	0	3	0	0	0	0	0	0
F. 75	4	0	5	11	5	0	0	0	0	2
W. 76	4	1	4	16	11	0	0	1	2	1
SP. 76	2	1	2	10	8	0	0	0	3	1
	12	2	11	40	24	0	0	1	5	4
Total	47	6	33	123	51	0	0	9	10	12

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	Gervais					Scotts Mills				
	LDC	VTP	VTS	OR	NR	LDC	VTP	VTS	OR	NR
S. 77	0	0	0	0	0	0	0	0	0	0
F. 77	0	0	2	1	4	0	0	0	0	1
	0	0	2	1	4	0	0	0	0	1
S. 76	0	0	0	0	0	0	0	0	0	0
F. 76	0	0	0	0	0	0	0	0	0	0
W. 77	0	0	0	0	0	0	0	0	0	1
SP. 77	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	1
S. 75	0	0	0	0	0	0	0	0	0	0
F. 75	0	0	0	0	0	0	0	0	0	0
W. 76	0	0	0	0	0	0	0	0	0	0
SP. 76	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
Total	0	0	2	1	4	0	0	0	0	2

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	Silverton					Mt. Angel				
	LDC	VTP	VTS	OR	NR	LDC	VTP	VTS	OR	NR
S. 77	0	0	1	1	0	0	0	0	0	0
F. 77	1	1	8	19	18	0	0	1	8	3
	1	1	9	20	18	0	0	1	8	3
S. 76	0	0	0	0	0	0	0	0	0	0
F. 76	4	1	4	12	17	0	0	0	8	5
W. 77	4	1	4	18	13	0	0	1	6	5
SP. 77	3	1	3	20	10	1	0	1	10	1
	11	3	11	50	40	1	0	2	24	11
S. 75	0	0	0	1	0	0	0	0	0	0
F. 75	2	1	6	13	21	0	0	0	6	0
W. 76	3	0	3	17	23	0	0	0	3	3
SP. 76	2	0	3	13	18	0	0	0	5	1
	7	1	12	44	62	0	0	0	14	4
Total	19	5	32	114	120	1	0	3	46	18

	Stayton					Turner				
	LDC	VTP	VTS	OR	NR	LDC	VTP	VTS	OR	NR
S. 77	0	0	0	0	1	0	0	0	0	0
F. 77	2	0	6	11	10	0	0	2	5	1
	2	0	6	11	11	0	0	2	5	1
S. 76	0	0	0	0	0	0	0	0	0	0
F. 76	4	1	6	9	10	0	0	4	3	4
W. 77	2	1	9	14	6	0	0	7	10	10
SP. 77	1	1	5	16	6	1	0	1	6	5
	7	3	20	39	22	1	0	12	19	19
S. 75	0	0	0	0	0	0	0	0	0	0
F. 75	3	1	6	8	8	0	0	0	0	0
W. 76	5	0	7	6	4	0	0	0	0	0
SP. 76	2	0	6	9	6	0	0	0	5	4
	10	1	19	23	18	0	0	0	5	4
Total	19	14	45	73	51	1	0	14	29	24

	Mill City					Detroit				
	LDC	VTP	VTS	OR	NR	LDC	VTP	VTS	OR	NR
S. 77	0	0	0	0	0	0	0	0	0	0
F. 77	0	0	0	3	2	0	0	0	0	0
	0	0	0	3	2	0	0	0	0	0
S. 76	0	0	0	0	0	0	0	2	2	2
F. 76	0	0	0	2	3	0	0	0	2	1
W. 77	1	0	0	2	3	0	0	0	0	1
SP. 77	0	0	0	5	2	0	0	0	4	2
	1	0	0	9	8	0	0	2	8	6
S. 75	0	0	0	0	0	0	0	0	0	0
F. 75	0	0	1	0	0	0	0	0	0	0
W. 76	0	0	0	2	0	0	0	0	0	0
SP. 76	0	0	0	4	0	0	0	0	0	0
	0	0	1	6	0	0	0	0	0	0
Total	1	0	1	18	10	0	0	2	8	6

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Jefferson

	LDC	VTP	VTS	OR	NR
S. 77	0	0	0	0	0
F. 77	0	0	0	3	1
	0	0	0	3	1
S. 76	0	0	0	0	0
F. 76	0	0	0	1	0
W. 77	0	0	0	3	0
SP. 77	0	0	0	2	0
	0	0	0	6	0
S. 75	0	0	0	0	0
F. 75	0	0	0	1	0
W. 76	0	0	0	1	0
SP. 76	0	0	0	1	0
	0	0	0	3	0

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	Falls City					Dallas				
	LDC	VTP	VTS	OR	NR	LDC	VTP	VTS	OR	NR
S. 77	0	0	0	0	0	4	1	0	7	8
F. 77	0	0	0	0	4	14	1	14	27	19
	0	0	0	0	4	18	2	14	34	27
S. 76	0	0	0	0	0	1	0	0	0	0
F. 76	0	0	0	4	3	7	2	8	16	21
W. 77	0	0	0	3	1	7	2	7	18	17
SP. 77	0	0	0	2	4	9	1	6	23	19
	0	0	0	9	8	24	5	21	57	57
S. 75	0	0	0	0	0	0	0	0	0	0
F. 75	0	0	0	0	0	0	2	6	6	24
W. 76	0	0	0	6	7	1	2	6	8	15
SP. 76	0	0	1	4	2	3	1	4	8	8
	0	0	1	10	9	4	5	16	22	47
Total	0	0	1	19	21	46	12	51	113	131

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	Monmouth					Pee Dee				
	LDC	VTP	VTS	OR	NR	LDC	VTP	VTS	OR	NR
S. 77	0	0	0	0	0	0	0	0	0	0
F. 77	2	0	8	24	16	0	0	0	4	2
	2	0	8	24	16	0	0	0	4	2
S. 76	0	0	0	0	0	0	0	0	0	0
F. 76	2	0	8	22	20	0	0	0	1	0
W. 77	0	0	12	22	0	0	0	3	0	1
SP. 77	1	0	5	29	9	0	0	1	0	0
	3	0	25	73	29	0	0	4	1	1
S. 75	0	0	0	1	0	0	0	0	0	0
F. 75	0	0	6	22	23	0	0	0	0	0
W. 76	2	0	8	15	12	0	0	0	0	0
SP. 76	2	0	7	18	18	0	0	0	0	0
	4	0	21	56	53	0	0	0	0	0
Totals	9	0	54	153	98	0	0	4	5	3

Yamhill

	LDC	VTP	VTS	OR	NR
S. 77	0	0	0	0	0
F. 77	0	0	2	3	2
	0	0	2	3	2
S. 76	0	0	0	0	0
F. 76	0	0	3	2	5
W. 77	0	0	2	4	1
SP. 77	0	0	1	3	2
	0	0	6	9	8
S. 75	0	0	0	0	0
F. 75	0	1	0	1	4
W. 76	0	0	0	1	2
SP. 76	0	0	1	1	2
	0	1	1	3	8
Totals	0	1	9	15	18

Amity

	LDC	VTP	VTS	OR	NR
	0	0	0	0	0
	0	0	2	0	0
	0	0	2	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0

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	Willamina					Dayton				
	LDC	VTP	VTS	OR	NR	LDC	VTP	VTS	OR	NR
S. 77	0	0	0	0	0	0	0	0	0	0
F. 77	1	0	1	7	2	0	0	0	0	3
	1	0	1	7	2	0	0	0	0	3
S. 76	0	0	0	0	0	0	0	0	0	0
F. 76	0	1	2	4	7	0	0	0	0	2
W. 77	0	0	1	9	2	0	0	1	0	0
SP. 77	0	0	0	8	8	0	0	0	0	2
	0	1	3	21	17	0	0	1	0	4
S. 75	0	0	0	0	0	0	0	0	0	0
F. 75	0	0	1	4	3	0	0	0	0	2
W. 76	0	0	2	1	8	0	0	0	0	3
SP. 76	0	0	2	4	1	1	0	0	0	0
	0	0	5	9	12	1	0	0	0	5
Totals	1	1	9	37	31	1	0	1	0	12

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	McMinnville					Sheridan				
	LDC	VTP	VTS	OR	NR	LDC	VTP	VTS	OR	NR
S. 77	16	1	8	15	3	0	0	0	0	0
F. 77	21	7	15	29	10	0	0	0	0	0
	37	8	23	44	13	0	0	0	0	0
S. 76	15	2	6	8	4	0	0	0	0	0
F. 76	25	5	12	24	13	0	0	2	3	6
W. 77	17	7	23	28	12	0	0	2	7	7
SP. 77	14	5	20	29	10	0	0	1	5	6
	71	19	61	89	39	0	0	5	15	19
S. 75	24	1	6	8	5	0	0	0	0	0
F. 75	21	2	12	22	9	0	1	2	1	6
W. 76	18	7	12	20	11	0	0	2	2	7
SP. 76	16	2	10	20	14	0	0	2	2	6
	79	12	40	70	39	0	1	6	5	19
Total	187	39	124	203	91	0	1	11	20	38

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ABSTRACT

As a part of the Performance Improvement Plan, this project is aimed at measuring program quality in the Community Service Division. Packets containing an Instructor Survey and an instrument for each student were distributed to randomly selected classes during the 10th week of Fall Term, 1977. Administrators were polled at the same time. The response rate was 89% with 2114 student, 115 instructor, and 17 administrator questionnaires providing the information for this analysis. The three different instruments focused on six components of education and asked for opinions and judgments from each group. The results indicated several strengths in the Division programs; for example, students and part-time instructors have a very positive image of the College, and students are well satisfied with their courses. Program weaknesses also emerged: people with lower levels of educational attainment and lower family incomes are not participating in Division courses proportionate to their numbers in the District population, and the Division needs to develop or revise systematic procedures for several instruction-related activities.

NOTES ON INTERPRETATION OF SURVEY RESULTS

Most of the questionnaire items allowed six possible responses: a five point scale, with one being high and five low, and NA (not applicable to you).

The tables in this report were developed on the assumption that respondents would view three as a mid-point, thus anything better than mid (points 1 and 2) would indicate a positive assessment of quality, while anything below mid (4 or 5 on the scale) would indicate a negative evaluation of quality.

% Most	% Mid	% Least	% NA
(points 1 & 2)	(point 3)	(points 4 & 5)	

It was further assumed that responses in the Most column had to equal 40% or more of those surveyed to be important. Gauges of 20% or more were established for both the Least and NA columns.

In several sections of each instrument, double scales were used, one to measure the respondent's Ideal and the other to indicate the person's perception of the Real situation at that time. As before, points 1 and 2 on the scale were combined for the high, or Most column, and 4 and 5 for the low, or Least column. Abbreviations within the column read: I = Ideal, R = Real, and D = Difference. The percentage of responses in the Real column was established as the base figure and the positive (+) or negative (-) difference points were computed. If the difference in the Most column was -20 or higher, it was interpreted a signal of a difference between the Ideal and Real sufficient enough to affect program quality. Likewise, +20 difference points or more in the Least and NA columns became important signals of potential detractors to quality programs.

STUDENT SURVEY

The P I P survey of 2,114 students in randomly selected courses offered through the Community Services Division was designed to measure program quality from the student's perspective. Two components of the questionnaire do this readily:

Table S-1

Course Effectiveness	% Yes	% No	% NA
Courses helped me meet goals	83	5	12
I'd recommend course	92	5	3
I'd recommend instructor	92	4	3
Plan to study subject further	80	14	6
Gained new knowledge	89	5	6
Course helped my personal growth	72	12	16
Aided my participation in civic affairs	22	33	45
My expectations for the course were met	86	9	5

There were high affirmative responses to items related to program quality. Particularly important, both in the strength of the response and the kind of information gained, were the 92% who would recommend the course and instructor, and the more than 85% who gained new knowledge from the course and felt that the course met their expectations.

The lower response to the item on civic participation may be due to there being few Division offerings in the subject areas associated with community participation, government and civics. It may also be due to students not perceiving a connection between the course and their roles as citizens or even to their not seeing themselves as a part of society. If nurturing the relationship between education and participation in civic and community affairs is an important educational goal for Chemeketa Community College, the Division should seek further understanding of this response.

The section designed to describe course content produced the following responses:

Table S-2

Course Content	% Yes	% No	% NA
Content adaptable to individual student needs	86	7	7
Materials appropriate level of difficulty	83	7	11
Course had practical application	87	6	6
Course was interesting	94	5	2
Course was what instructor said it would be	91	2	7

The high percentage of "yes" responses indicates student (consumer) satisfaction, and gives an index of quality to some significant variables in the educational process.

The questionnaire also attempted to measure a number of areas that aid program planning, and, as such, are indicators of program quality.

Students were asked to indicate their reasons for enrolling in the course.

Table S-3

Goals Of Course	% Most	% Mid	% Least	% NA
Job Preparation, Advancement	48	10	11	31
Earn Degree or certificate	38	8	16	38
Interest in the subject	63	15	12	9
Personal growth, development	36	18	18	26
Develop hobby or leisure interest	26	10	24	40
Health and safety	17	8	17	58
Betterment of home, family, community	28	14	19	40

Subject interest is clearly the strongest response and is likely an indicator that these students were enrolling in specific courses for their individual content rather than selecting courses related to credential requirements or broader frameworks. The fourth rank of personal development reinforces this interpretation. Both suggest that planners cannot depend on students to attend unless they offer something of interest and that they can't depend on the same students returning term after term. None of this negates the more "traditional" reasons for enrolling in classes - degree requirements and job preparation/ advancement - which ranked high. But it does point to student goals that affect programming in adult and continuing education.

The lower ranking of Health and Safety, Leisure and Recreation, and Home/Family/ Community, may be a result of the Division offering fewer courses in these areas more than student lack of interest therein.

Students also described the behaviors of their instructors. In so far as the characteristics listed represent teacher behaviors that are important, their presence or absence in the classroom can become an index to program quality.

Table S-4

Instructor Behaviors	% Most	% Mid	% Least	% NA
Promoted discussion	68	12	8	11
Enthusiastic about course materials	80	10	5	4
Encouraged active learning	60	16	8	15
Varied approaches to situation	67	13	8	12
Exams required more than memory	41	8	10	42
Gave good demonstrations of skills	89	9	5	6
Evaluated student performance fairly	63	8	4	25
Stimulate students more than average	54	17	9	20
Clearly stated objectives of course	80	8	5	7
Explained materials clearly, concisely	81	8	6	5
Interested in student success	80	8	6	5
Related instruction to practical situations	62	10	7	20
Explained criticism of student performance	45	12	8	35

When 40% of the responses in the Most column is established as the minimum index of quality, the instructors of the classes surveyed rate very well. Only two items are even close to the cut-off point. If 15% becomes the yardstick for the "Least" or lowest rank, these instructors continue to score well. However, if 15% is also the reference point for NA responses, the data suggests the need to look again at six of the items. Given that many course offerings are non-credit, the items related to examinations, instructor fairness and explanations of criticism, as well as relating instruction to practical applications may sustain higher NA ratings. The item dealing with stimulating students might be harder to exempt, however, as it could be a behavior important for an instructor in any class, credit or non-credit.

The students were asked to rate the importance of a number of items to continuing their education at Chemeketa, thereby describing what might be a barrier should it not be available. (See Table S-10, Appendix A) Offering the courses they want to take at times convenient to students ranked one and two, followed by advise on courses appropriate to student needs and adequate information on educational opportunities. Circumstances that have been traditionally important to students attending two year colleges - transportation, adequate financial resources and child care - did not appear critical to most of the students surveyed. The possibility that potential students encountering these barriers are unable to attend should not be ignored. These possible barriers are perhaps clientele specific and should be investigated further from this point of view.

Respondents were also asked to rate student services that might be provided by a college. They were asked to respond from two different perspectives: the ideal in terms of their perceived need and the real in terms of the services available to the students in the course. It was assumed that this would be an indicator of program quality in that the closer services (or the real situation) were to perceived needs (the ideal) the higher the quality of the program.

Student Services

Table S-5

	% Most			% Mid			% Least			% NA		
	I	R	D	I	R	D	I	R	D	I	R	D
Counseling	28	21	-7	11	10	-1	13	13	0	47	56	9
Transcript	24	17	-7	11	9	-2	12	10	-2	54	64	10
LRC	27	20	-7	9	7	-2	12	12	0	51	61	10
Bookstore	31	24	-7	10	8	-2	10	11	+1	49	59	10
Health	9	5	-4	5	4	-1	14	8	-6	71	83	12
Child Care	10	5	-5	4	3	-1	8	8	0	78	85	7

Using R(real) as the base in every column, the differences, shown above, indicate that student preferences for services are close to being met when the Most column shows small minus differences. The Mid and Least columns reinforce this interpretation. The NA column, however, stands out, not because of the computed differences between the ideal and real are substantial, but because of the high percentage of responses in this column - on both scales.

If 20% or more of the responses must be in the NA column before it warrants special attention, every item in this section qualifies, even in the "Ideal" column. Why? The instructions in this section, which tied services to the course may have contributed, but probably not enough to fully account for the percentage of the responses. Perhaps these students did not perceive the services listed relevant to them and/or they did not feel that as part-time students they had the right to the services. Perhaps the College should be more active in educating students in the relevance and availability of student services. Other alternatives may be defined and their implications reviewed since the responses clearly highlight this as an area where the Division (and Student Personnel Services) should focus attention.

Students were also queried about the instructional methods by which they prefer to learn and the methods used in the course surveyed.

Table S-6

Instructional Methods	% Most			% Mid			% Least			% NA		
	I	R	D	I	R	D	I	R	D	I	R	D
Lecture	30	36	+ 6	19	15	- 4	25	16	9	26	34	+ 8
Lecture-discussion	55	46	- 9	12	12	0	11	12	1	22	30	+ 8
Lab	50	30	-20	10	9	- 1	6	13	7	34	48	+14
Individualized	54	36	-18	12	7	- 5	10	17	7	24	40	+16
Work experience	34	10	-24	8	4	- 4	7	12	5	51	73	+22
Competency-based	42	27	-15	15	11	- 4	9	14	5	34	49	+15

Using a difference of 20 points between Ideal and Real as a cutoff point, two items appear to be far enough away from the students' Ideal to impact on the quality of the program. Students appear not to be getting sufficient opportunities for laboratory, workshop, studio demonstration and for work experience or on-the-job training. While the appropriateness of the method to the course must be considered, it is likely these options are not so available to students as they might be. On the other hand, the lecture method is used more frequently than students think Ideal. Individualized instruction also appears to be preferred by students more that it is currently available to them. Coordinators of staff development should consider these data when planning future in-service training activities for part-time instructors.

The students surveyed indicated the strongest preference for campus and community locations as educational sites. The third preference was for an occupational or technical facility related to the subject. Locations of current courses fulfill the preference for campus classes and come close to the ideal for community locations:

Table S-7

Education Site	% Most	% Mid	Used % Yes	% No	%NA I	%NA R	%NA D
Work	18	9	11	31	51	58	7
Technical Facility	28	10	13	28	51	58	7
Campus	40	10	41	20	36	39	3
Community	47	10	38	18	34	44	10

The data may support the slightly increased use of appropriate technical facilities, but does not indicate support for taking courses to an employee's place of work. The people who most need this service, however, might have been unable to attend classes to indicate their preference on this survey.

The demographic information gathered from the survey indicated that 52% of the students were female and 43% male. The higher percentage of women has been characteristics of the Division's students for some time and also parallels trends in adult/continuing education nationwide. It would be helpful to Division administrators to know the ages at which men and women participate, both to plan appropriate programs and to recruit non-participants into classes.

The respondents to the survey were older than typical college age, which was anticipated. What was not predicted was that 20% would be between 40 and 50 years of age and that 15% would be over age fifty. Even then the College is not serving District residents proportionate to their age distribution within the total population. Within the District, 57% of the people are ages 18 to 64, but 84% of survey respondents fall into this age group. Seniors compose 13% of the District population, but only 6% of the students surveyed.

The 50,000 adults in the District who have not completed high school or earned an equivalency certificate comprise 19.2% of the population. Based on the P I P survey, 13% of the Division's enrollment indicate that they have not completed high school or GED. The Division may need to review current services as well as its commitment to basic education in light of the fact that it seems to be serving proportionately fewer people who need basic education than their representation in the District population as a whole.

Further, the College is serving people who are already veterans in the educational system:

Table S-8

Level of Highest Education	% of Respondents
Some college	37
Associate Degree	5
Bachelors Degree	12
Masters Degree	4
Doctors Degree	1

This parallels a longstanding tradition in adult education and shows where recruits for further education may be found most readily.

The data on the family incomes of the students surveyed correlates well with their educational attainment.

Table S-9

Family Income	% of Population
Under $3,000	10
$3,000 - 7,999	13
$8,000 - 9,999	9
$10,000 - 14,999	20
$15,000 - 20,999	15
$21,000 - 24,999	7
$25,000 and above	12

People with high incomes are better represented in the students served than those with low incomes. That financial concerns were not a barrier to the students further attendance at Chemeketa is easy to understand from this data. The focus, therefore, may need to be on questions about ways of educating people who can least afford it and defining the extent of the Division's responsibility and commitment to this population.

INSTRUCTOR SURVEY

The instructor's survey for the Performance Improvement Plan was used to assess program quality from the instructor's view. This survey was constructed to focus on areas parallel to those in the student and administrator surveys that were conducted at the same time.

Section I of the instructor survey measured the goals instructors had for teaching their class. The results listed below are percentage figures:

Table I - 1

Goal/Reason	% Most	% Mid	% Least	% NA
Job Preparation/Advancement	41	9	15	35
Certificate	26	10	23	42
Subject Interest	60	18	5	17
Personal Development	51	13	14	23
Hobby-Recreation	37	6	22	36
Health and Safety	18	11	16	54
Family/Community Development	29	17	12	42

The percentage figures in the Most column indicate that learning for its own sake and interest in the subject, as well as personal development of the student ranked as the instructors' prime goals for particular courses, and it is likely that instructors' responses were also course-specific. Given the wide variety of course offerings in the Division, it is also reasonable that instructors with course-specific goals might mark other goals than their own NA, thus accounting for most of the higher responses in this column. Instructors may have assumed that students were self-motivated to course-specific selections among college offerings. Job related and career advancement goals were second priority for instructors.

The "develop a hobby" goal may have been rated low by instructors because of the connotation of "hobby". Then, too, "hobby" may have been interpreted as personal development or even vocational by instructors who see hobbies take people far beyond their original expectations for leisure skills.

Health, Safety, Family Life and Community Development may have been rated low because of the limited number of classes offered in these subject areas or because of instructors not perceiving that their classes contribute indirectly to larger social goals.

Instructors were also asked to rate the importance of several instruction-related activities. They indicated that selecting and organizing materials, helping students to achieve, accommodating varied student abilities and facilitating student success were highly valued activities related to instruction.

Table I - 2

Course Content/Activities	% Most	% Mid	% Least	% NA
Select course materials	63	6	3	18
Course outline	6	19	18	37
Organize materials	49	9	3	18
Materials difficulty	34	12	5	20
Course objectives/requirements	30	17	13	21
Student evaluation	39	19	7	20
Student abilities	55	8	6	17
Help students	65	3	2	17
Student success	65	3	2	16

However, "Following a college adopted course outline" was extremely low in the Most column and very high in the NA column. This may indicate that instructors are not able to obtain college-adopted course outlines or that they do not follow these outlines, perhaps to allow responsiveness to student needs or to approach the class in an individual way. The item related to developing written statements of course objectives and requirements was rated proportionately low, as was the one focusing on measuring students in ways congruent with course objectives and requirements. If the Division considers these activities important, there is need to focus attention in these three areas.

Instructors were queried further about the following:

Table I - 3

Item	% Most	% Mid	% Least	% NA
Student evaluation	54	13	9	24
Colleagues input	39	14	14	32
Coordinator evaluation	21	12	19	48
Regular assessment	36	16	11	37
Student performance	47	10	5	39
Student potential	45	10	4	43
Recommend Chemeketa Community College	77	4	1	18
Teach again Chemeketa Community College	77	3	3	21

Most outstanding in this data is the fact that these instructors carry a positive image of Chemeketa Community College, saying they would teach for the College again and recommend the College to others interested in teaching part-time.

Instructors indicate that they use only student evaluation input, discarding for the most part other evaluations in planning their class. They seldom use information obtained from coordinators in planning. This could be from either a lack of coordinator evaluation and input or from a perception that a coordinator's evaluation is not relevant to their planning process. Both possibilities are important enough to investigate further.

Data collected on instructional methods used by instructors in their classes indicates a high use of the lecture/discussion format (See Table I-8, Appendix A). Few instructors indicated work experience as an instructional mode for their classes. Competency-based instruction was a low priority, with 36% rating it

not applicable to their class. This may indicate that instructors are more concerned with presentation of their subject matter than with the students' mastery of the information presented. Or it may mean that they are not familiar with the competency-based mode of instruction.

Table I - 4

Method of Instruction	% Most	% Mid	% Least	% NA
Lecture/discussion	57	11	13	19
Work experience	13	6	8	73
Competency-based instruction	38	14	13	36

In describing the components of the educational process that help them be most effective in teaching the class surveyed, instructors indicated that several of the items listed were absent in strength sufficient to become a barrier to a quality program. This is based upon a 20 point difference as an indicator of an important difference between Ideal and Real.

Table I - 5

Item/Service	% Most			% Mid			% Least			%NA		
	I	R	D	I	R	D	I	R	D	I	R	D
Eager students	50	46	-4	20	20	0	7	11	+4	22	23	+1
Instructional materials	81	59	-22	3	14	+11	0	7	+7	16	20	+4
Adequate facilities	68	48	-20	10	21	+11	2	9	+7	20	22	+2
Diverse students	72	47	-25	10	25	+15	1	7	+6	17	20	+3
College information	45	47	+2	17	18	+1	16	11	-5	22	23	+1
Course information	32	25	-7	20	23	+3	14	11	-3	37	38	+1
College expectations	44	34	-10	11	13	+2	13	18	+5	33	36	+3
Identifications	43	31	-12	13	19	+6	13	16	+3	30	34	+4
Know role	43	32	-11	20	21	+1	14	22	+8	23	26	+3
Know colleagues	47	37	-10	20	26	+6	12	14	+2	21	23	+2
Staff development	33	11	-22	15	15	0	20	40	+20	32	34	+2
Develop schedule	36	16	-20	14	15	+1	14	30	+16	36	39	+3
Develop information	33	18	-15	15	19	+4	10	17	+7	42	45	+3
Develop follow-up	39	26	-13	17	13	-4	11	24	+13	34	37	+3
Adequate facilities	31	17	-4	16	16	0	13	25	+12	40	43	+3
Student support services	70	49	-21	4	19	+15	3	8	+5	23	23	0
Comp.supervision	41	36	-15	13	13	0	5	18	+13	41	43	+2

Items related to instruction are inadequate: instructional materials and facilities for instruction, diverse students, and student support services. Some of these are difficult to interpret. The instructors' responses to the questionnaire section on student support services does not correlate with this response very well. While diverse students might be desired by instructors, there is little the College can do to assure this. And there is the possibility that instructors are not so open to the diversity of their students as they might be. Most of the literature on students in two-year colleges and those participating in adult/community/continuing education indicate an extremely diverse student population. There is no evidence to indicate that Chemeketa Community College students are less diverse. So it might be that Division

administrators need to help instructors learn how to gather and use student characteristics data in presenting their courses. This might help them perceive greater diversity among their students as well as encouraging them to be student-oriented more than subject-oriented.

The expressed desire for more adequate instructional materials and instructional facilities should be better understood before alternative courses of action are considered: is it course type or geographic location related?

The instructor responses indicate, too, that staff development may be an area that needs improvement. They suggested that activities offered should be more relevant to their needs and should be flexibly scheduled. The Division may well consider revising the content of in-service offerings, scheduling them differently, and/or individualizing most of the units.

On the whole, the instructors surveyed said that they received adequate information about the College regulations and about the course they were teaching. They understood their role in the College community and felt they knew what the College expected from them. Similarly, they knew their part-time colleagues and felt a sense of identification with the College that was reasonably close enough to their Ideal not to be a barrier to their functioning well in the class.

ADMINISTRATOR SURVEY

Community Services Division administrators were also surveyed as a part of the PIP study to determine their assessment of program quality.

Seventeen respondents rated several goals of education for their importance in program planning:

Table A-1

Goal	% Most	% NA
Hobby	65	6
Personal Development	58	0
Subject Interest	53	0
Family/Community	50	0
Job Preparation, Advancement	47	6

This group viewed the certification function as the least important of their major emphases, which may be due to the fact that the Division offerings of V-T and LDC courses are established and/or that credit courses are associated more with the Instructional Services Division. (See Table A-7 Appendix A). They may have emphasized hobby-recreation courses more because scheduling in that area is weaker (and declining due to Division preferences for reimbursable FTE in 1976-77, a period of lower enrollment). In addition, these administrators may have had a liberal working definition of leisure-hobby-recreation programming, recognizing that the line steadily blurs between skills learned for recreational or vocational intents and between personal growth and leisure activity. The low percentage of responses in Least Important and NA likely indicate that Division administrators have a concept of a balanced curriculum as they plan course offerings.

The administrator's most accessible contact with course content is the course outline, which describes the content to be covered in "new" courses and serves as a guide to instructors new to teaching part-time at Chemeketa. Administrator responses to questions dealing with course outlines suggest that this is an area where improvement is needed.

Table A-2

	% Most			% Mid			% Least			% NA		
	I	R	D	I	R	D	I	R	D	I	R	D
Outline available	88	35	-53	00	35	35	12	30	18	00	00	00
Outline with measurable objectives	76	06	-70	06	41	-35	18	47	29	18	53	35
Process for review of outlines	71	12	-59	18	12	-6	12	76	64	12	76	64

There is a difference of more than 20 points between the Ideal and Real situation on each item in the Most and more than 20 in both Least and NA. All indicate that the responses should be carefully studied. The data show that administrators value course outlines with objectives measurable in terms of student learning and want a process of systematic review of adopted course outlines. These responses also indicate that outlines are more likely available than they are to contain

specific learning objectives. If the Division wants a quality program, and one that values the use of measurable objectives (in outlines and in the classroom), there is a need to focus on item two and develop strategies for working toward this goal. The data suggest that there is no current process for systematic review of adopted course outlines. Several questions arise. What is the impact of some outlines being available while others are not? Are outlines needed for every course the Division offers? What is their function in the educational and administrative processes? How would requiring objectives stated in terms of student learning impact upon in-service training and instructor evaluation?

The data suggest there is a discrepancy between outlines being available and their being regularly reviewed and updated. Revising outlines may be occuring, but revisions are seldom being filed, due to the absence of a process. In all, the responses to this section indicate a need to focus attention on the course outline processes, to encourage the development of the kinds of outlines desired, then to create a system for making outlines available and for reviewing them readily.

Administrators were asked to rate the value and kinds of information available to them (see table A-8, appendix A). Responses indicated that data on class cancellation rates and the ability of classes they manage to attract sufficient students to "go" was desired and obtainable. The item designed to find out whether or not they had and/or desired data on student retention rates was poorly worded, thus contaminated the responses. All that can be drawn from the item is that the average acceptable retention rate for Division administrators was 80 percent. Other data in this section further indicate that administrators value but are not currently receiving information which would tell them whether or not courses were helping students fulfill their goals for enrolling and were meeting student expectations. The data also indicate that administrators put relatively little value on obtaining information about whether or not classes encourage students' further participation in education. This might be an area worthy of further investigation.

Administrators indicated that they obtained information that 85% or more of the classes they managed were performance-oriented. In terms of data currently available division wide, it is difficult to determine what data they were using. And it is probably important, too, to know administrators' working definition of "performance-oriented." They may have felt that the majority of their classes involved hands-on experience and were therefore performance-oriented.

Over all, Division administrators appear to be receiving information related to class status and to want more information than they are now receiving about what happens to students in their classes.

Administrators perceived that instructors they hire Most frequently demonstrate concern for students and are effective teachers of adults. These responses indicate a Division strength.

Table A-4

Item	% Most	% Mid	% Least	% NA
Little difficulty finding qualified teachers	35	29	24	12
Instructors seek help/feedback to be more effective	18	59	12	12
Instructors demonstrate concern for students	76	12	0	12
Instructors are effective teachers of adults	65	24	0	12

Of average frequency seems to be the rate with which instructors seek help in becoming more effective instructors. Given the percentage of adequate responses here, this raises questions why enrollments are not higher for in-service staff development opportunities, and what might be done to increase the number of Most responses. The 24% reply to item one in the Least column suggests that administrators have some difficulty obtaining qualified instructors. This may reflect their taking a very local rather than District-wide view of the talent pool, out of consideration for their travel budgets. And it may indicate a need for a centralized instructor pool to help local administrators in staffing "emergencies."

Division administrators also rated items for their importance in helping them be effective managers and indicated the availability of each in their position at Chemeketa Community College.

Table A-5

Aids to Effective Management	% Most			% Mid			% Least			% NA		
	I	R	D	I	R	D	I	R	D	I	R	D
Adequate information for planning	88	24	-64	00	59	59	12	18	06	00	00	00
Effective hiring procedures	77	41	-36	06	35	29	18	24	08	00	00	00
Pool of qualified instructors	88	29	-59	06	35	29	06	30	24	00	06	06
Financial resources	88	24	-64	06	35	29	06	30	24	00	12	12
Appropriate physical facilities	88	24	-64	00	53	53	12	18	06	00	06	06
Procedures for implementing new course ideas	77	47	-30	12	29	17	06	24	18	06	00	-6
Information on teacher effectiveness	83	06	-77	12	71	59	06	24	18	00	00	00
Support from immediate supervisor	83	07	-76	6	18	12	06	06	00	06	06	00
Dean	83	18	-65	12	65	53	06	12	06	00	06	06
College President	53	53	00	24	29	05	18	12	-6	06	06	00
Adequate training in mgmt. skills	65	53	-12	12	29	17	06	00	-6	18	18	00
Staff development activities	76	35	-41	12	47	35	06	12	06	06	06	00

To work toward a better-than-adequate program, the Division might focus attention on each item in the Most column with a -20% or more points difference between the Ideal and Real situations. Those with sixty or more difference points might be very important, especially if responses in other columns reinforce the perception by showing 30 or more points difference in the Mid column. Further reinforcement would occur with 20 or more difference points in Least or NA columns. Although the outcome varies with perspectives of analysis, processes

or instructor evaluation, communication with Division supervisors, adequate financial resources, information for planning and developing an instructor pool could become targets for improvement in the Division.

Two of these items need further discussion, perhaps. While seeing financial resources as less than ideal is almost a predictable response from administrators, it may come in this case from the discrepancy they see between the scope of budgeted projects and community needs perceived.

That the administrators responding rated their training in management skills so high was a surprise, especially since many educational managers have lamented their lack of training in management. It was also surprising that any administrator would respond NA to this item.

Division administrators were also asked to indicate preferences for selected student services in their ideal program and to describe their availability in each administrator's current program.

Table A-6

	% Most			% Mid			% Least			% NA		
	I	R	D	I	R	D	I	R	D	I	R	D
Registration	80	30	-53	12	53	41	06	18	12	00	00	00
Business Office	88	53	-35	12	35	23	00	06	06	00	06	06
LRC	65	30	-35	24	47	23	06	18	12	12	24	12
Bookstore	76	53	-23	12	35	23	12	12	00	00	06	06
Data Processing	88	35	-53	06	47	41	06	18	12	00	00	00
Printing	82	24	-58	18	65	47	00	12	12	00	00	00
Clerical help	83	53	-30	18	29	11	00	12	12	00	06	06
Counseling students	83	65	-18	12	18	06	06	18	12	00	00	00
Advising students	82	47	-35	18	29	11	00	24	24	00	00	00
Job placement for students	47	00	-47	24	12	-12	12	59	47	18	29	11
Child care for students	35	06	-29	24	06	-18	36	-65	29	06	24	18
Tutoring for students	53	06	-47	24	12	-12	12	64	52	12	18	06
Student activities	06	06	00	35	12	-23	47	59	12	12	24	12

Using -20 difference points as an index in the Most column, only one item does not require further consideration in aiming for a quality program. However, none show negative strength at the mid-measure. Thus the Division needs to further understand what is lacking in each of these areas that keeps them so far away from the administrator ideal.

The Administrator Survey did not contain items intended to measure attitudes toward Chemeketa Community College as a place to work or other indicators of job satisfaction. Since the two other surveys contained these kinds of items, it is regretable that they were omitted for this group.

COMBINED ANALYSES

Where possible, comparisons were made among the PIP survey responses from students, instructors and administrators.

Overall, Chemeketa rated well. Students would recommend their courses and instructors to others and instructors both wanted to continue teaching part-time for the College and would recommend it to others wanting to teach part-time. The Division is challenged to maintain these positive attitudes while working toward improving program weaknesses.

Student and instructor responses were quite parallel in rating their goals for enrolling in the course and for teaching the course. These two groups were farthest apart on the personal development goal, possibly since the instructors may have approached the class from an understanding of the long-term relationship between formal education and personal development more than students who were likely to be more short-term in their perspectives.

The administrators' responses about goals were quite different from the other groups, possibly because they were answering in terms of programs rather than specific courses. Their responses were more broadly distributed along the rating scale and they saw none of the goals as "Not Applicable".

The area in which the greatest difference among the three groups occured was the goal of certification. Students rated it highest, followed by instructors, then administrators. If this suggests that students are more interested in certification than administrators had thought, it has several implications for the Division. Should program planners make it easier for students to achieve certificate goals through sequential scheduling, for example? Should the College adopt a goal that aims toward students being able to earn any certificate the College offers by attending only in the evening? Or another avenue might be explored. Do students want to receive certificates of completion for single courses or small clusters of related courses? The Division should seek further understanding of this response since basically it challenges some major assumptions the administrators appear to hold about the importance of certification to students in their programs.

Across the sample, ratings of support services indicate that students and instructors value these services far less than administrators in their description of an ideal situation. It would therefore be difficult to support working toward the administrators' ideals on the basis of these data. It is perhaps important to work toward a better understanding of what services part-time students perceive they need before recommending further development of the services listed.

Comparing administrator and instructor data related to course content indicates that course outlines may be the center of an important weakness in the Division. Instructors indicated that the College-adopted course outline was not an important guide in planning the course, while administrators suggested that the content of outlines and processes for disseminating and updating them were inadequate. All of these have important implications for quality control, both in credit and non-credit classes.

Division administrators facing the quality control question must also remember that students rated the courses very positively, despite there being no regular means for standardizing course content or procedures for quality control that use the course outline.

Further cross comparisons were not possible among the summary data available since the parallel segments in the survey instruments contained different questions, ones appropriate to each group. Cross tabulations between selected items will be made at a later date and a report of the new information prepared at that time.

SUMMARY

PROGRAM STRENGTHS

The quality of instruction in Community Service Division courses is high from the perspectives of students, instructors, and administrators.

Students are satisfied with their courses. They rated course effectiveness and course content high. They indicated that courses had a practical application and were interesting. In general, instructors seem to be keeping their "contracts" with students about what the course will be. Methods of instruction met the needs of students, too.

Students were satisfied with course sites, which were primarily campus and community, and they indicated few barriers to their further participation in education at Chemeketa.

The students who rated the support services available to them rated them highly.

Course goals rated by instructors and students were quite parallel, indicating a "goodness of fit" that probably fosters learning.

Instructors indicated that they were very interested in the success of their students, and the perceptions of students and administrators indicated that instructors carried this value into their classroom performance.

Students and instructors have a very positive image of the college.

Instructors indicated that they use student evaluations of their classes in planning processes.

Instructors felt that they received adequate information about the College and understood their role in the community college.

Administrators were viewing the survey questions from quite a different perspective than the other groups. Theirs was program related and revealed they strive toward a broad and balanced curriculum and are sensitive to the extent of services ultimately required to meet community needs.

PROGRAM WEAKNESSES

Students indicated that instructors might stimulate students more, explain their criticisms better, construct exams that required more than memorized responses and evaluate students more fairly.

Students indicated a preference for instructional methods that relate to learning by doing but that they are not having sufficient opportunities for experiential learning.

As the survey was administered during the tenth week of the term, it did not reach students who had stopped attending class. Their responses might be quite different from those who have continued their education, and would certainly be valuable information.

People with lower levels of educational attainment and lower family incomes are not participating in Division courses proportionate to their numbers in the District population.

The current staff development program for part-time teachers appears not to meet instructor needs and should be critically reviewed.

Administrators lack sufficient data for effective program planning.

Systematic procedures do not exist or are inadequate in the following areas related to instruction: curriculum development, course content review, instructor evaluation, instructor pool, and student follow-up.

Division administrators appear to need to develop better communication and supervision skills.

AREAS FOR FURTHER INVESTIGATION

The relative low ratings given by students and instructors to the educational goals of civic participation/community development, family life and health/safety need to be better understood. If the responses are related to programming or to student perceptions, the Division can determine strategies appropriate for the desired outcome.

It is possible that students who experience barriers to attending Chemeketa were not present for the survey. Some attempt seems appropriate to determine if barriers exist which prevent students from attending.

Many part-time students did not seem to see the relationship of the student services listed in the questionnaire to the courses they were taking. This perception needs further understanding.

What is the role and commitment of the College to provide educational services to the under-educated adults of the District?

Though instructor and administrator responses suggested that course outlines might be an area of Division weakness, students indicated high satisfaction with courses. What is the role of the outline in courses for part-time students?

The results of the survey were studied by two representatives from each department, the Community Ed Intern, the Assistant to the Dean, and the Dean. In developing this analyses together, members of the team were excited by the information and its potential usefulness.

A system for returning summarized information to instructors and administrators who participated in the survey is being developed. Further analyses of the data gathered are scheduled and their results will be disseminated to the appropriate people.

This is the first major assessment conducted by the Division, and as such is just a beginning. It furnished the basis for future studies and becomes a catalyst toward improved services and more effective administration in the Community Service Division.

Table S-10

Blocks to Continuing Education	% Most	% Mid	% Least	% NA
Course Information	45	12	8	26
Transportation	22	8	18	52
Finances	32	11	16	42
Advertisement	46	12	12	30
Self Confidence	20	10	22	48
Handicapped	3	2	9	86
Child Care	8	3	8	81
Class Times	57	11	7	25
Course Offerings	62	10	9	19
Release Time	14	8	11	67
Short Programs	29	10	13	48

Table I-8

Instructional Methods	% Most	% Mid	% Least	% NA
Lecture	33	23	24	21
Lecture/Discussion	57	11	13	19
Lab	51	9	4	36
Individual	51	10	10	29
Work Experience	13	6	8	73
Competency Based	38	14	13	36

Appendix A

Table A-7

Course Goals	% Most	% Mid	% Least	% NA
Job Preparation	47	29	18	6
Certification	35	24	30	12
Subject Interest	53	35	6	6
Personal Development	58	35	6	0
Hobby	65	18	12	6
Health/Safety	41	47	6	6
Family/Community Development	50	41	9	0

Table A-8

Management Information	% Most			% Mid			% Least			% NA		
	I	R	D	I	R	D	I	R	D	I	R	D
Student Goals	82	6	-76	12	47	+35	6	41	+35	0	6	+ 6
Student Expectations	82	18	-64	12	65	+53	6	12	+12	0	6	+ 6
Further Education	65	30	-35	24	24	0	12	42	+30	0	6	+ 6
Retention	59	24	-35	0	24	+24	6	12	+ 6	35	41	+ 6
Attraction	64	64	0	18	0	-18	12	24	+12	6	12	+ 6
Performance Oriented	59	36	-23	24	18	+ 6	6	24	+18	12	24	+12

SURVEY DESIGN & METHODOLOGY

The Community Services Division offers no specific programs or curriculums that fit into these traditional labels. Rather, it provides educational services in the form of classes, activities or events 1) to people, who as members of identifiable sub groups of the college population, are specific clients, and 2) to people who live in geographic areas within the district. All course offerings for the Division at the fourth week of fall term 1977 were assigned to one of the two categories: geographic or clientele. Membership in one of the categories was also assigned to each coordinator and other division staff where necessary, with the following results:

Clientele		Geography	
Department	Staff Code	Department	Staff Code
Adult Basic Ed	L	Salem Metro	H, HA, HB, HC
Special Programs		Other Marion Co.	BJ, BG
Corrections	WY, WZ	Polk County	BE, BF
All Others	W	Yamhill County	BR, BS
Community Events	HD		B
Senior Programs	HE		

Sample

The 1149 course offerings listed at fourth week were arranged according to category and to reimbursement type: lower division collegiate, voc-tech preparation, voc-tech supplementary, other reimbursable (general adult ed), and non-reimbursable (hobby-recreation-leisure adult ed). Approximately 75% (860) of the courses fell into the geographic category. Within reimbursement classifications the classes were distributed as follows:

	LDC	VTP	VTS	OR	NR
Geographic N = 860 (75%)	166 (19%)	82 (9.5%)	188 (21.9%)	270 (31.4%)	154 (17.9%)
Clientele N = 289 (25%)	71 (24.6%)	93 (32.2%)	3 (1.0%)	107 (37.0%)	15 (5.2%)

A stratified random sample was selected, assuming a 90% confidence limit that the sample would be representative of the Division offerings. Thus 153 classes from the geographic category and 51 from the clientele group were chosen randomly, using a table of random numbers. The selections were made proportionate to their strength within the geographic or clientele groups and among the reimbursement classifications.

	LDC	VTP	VTS	OR	NR
Geographic N = 155	30	15	34	48	28
Clientele N = 55	14	17	1	20	3

Sample selection included a number of classes that had been terminated due to insufficient enrollment or had already been completed. (See table M-1). While these are representative of what happens with 10-15% of the division offerings per term, they were not intended to be included in the survey sample. Discovery of their inclusion caused substitution of similar courses in seven cells of the sample, which had contained only classes that were terminated or had completed before the survey was administered during the tenth week of the quarter.

Survey Instruments

The objective of the survey was to measure program quality from three different perspectives: students, instructors and administrators. Three different instruments were designed. The major subject areas of all three were parallel, focusing on educational goals/interests, course content, course outcomes, course presentors, barriers/obstacles to further education or highest performance, and support services. The student questionnaire contained three additional sections: instructional methods, course sites, and demographic information.

Without previous assessment data on program quality in the Division, there was no quantitative base against which to measure quality. Thus several areas of the instruments were designed to measure opinion or judgments representing (1) valuations of what ought to be (the Ideal) and (2) beliefs of what is (the Real). Areas where major discrepancies occurred between the Ideal and Real were signaled for further analysis on the basis that the discrepancy would likely indicate a factor that could impact on program quality.

All three survey instruments were pilot tested in the Community Education Department at Linn-Benton Community College, which is close by and which attracts students much like those who enroll in adult and continuing education classes at Chemeketa Community College. Revisions were made as a result of these tests and of suggestions from Chemeketa Community College staff in Community Services and other divisions on campus.

Survey packets containing an instructor survey and sufficient instruments for each student were distributed to the selected classes during the tenth week of Fall Term. Survey returns averaged over 89%, when classes not surveyed either because they had been terminated or had already completed instruction were removed from the sample. (See Figure M-1).

Threats To The Validity of The Data

A number of the classes in the sample could not be surveyed since they had been terminated or instruction had been completed.

Corrections: VTP offerings were taught by employees of the State of Oregon, thus eliminated from sample at last minute.

One correctional institution did not return any of the surveys - "lost in the U.S. mail".

Outreach: the number of surveys not returned was proportionally higher, especially in some locations.

The focus of the Student and Instructor surveys was course-specific, while it was program-wide for administrators. This hindered combined group analyses.

The use of the double scale may have confused some respondents.

The survey instruments may have used the language of traditional educational processes that are not appropriate for the part-time adult students surveyed.

The five point scale used may have encouraged the students to rate situations better than they are, thereby creating a halo effect that would affect the results.

The administration of the survey was a bit hasty to hit the tenth week when most non-credit classes were meeting for the last time. More preparation time with coordinators would have helped, especially since coordinators and instructors are busy with end-of-term responsibilities during this week.

"No Responses" were key punched in NA column, thereby affecting results up to 9 percentage points.

FIGURE M-1

SURVEY SAMPLE

GEOGRAPHIC LOCATION SAMPLE		Surveys Distributed	Class Terminated	Class Completed	Surveys Not Returned	Net Survey Sample
CAMPUS						
	LDC	13	2	0	0	
	VTP	12	4	1	0	
	VTS	19	5	2	0	
	OR	9	3	0	0	
	NR	5	2	0	0	
	TOTALS	58	16	3	0	39
NORTH AREA						
	LDC	5	0	0	0	
	VTP	0	0	0	0	
	VTS	0	0	0	0	
	OR	1	0	0	0	
	NR	3	0	0	0	
	TOTALS	9	0	0	0	9
SOUTH AREA						
	LDC	3	0	0	0	
	VTP	2	1	0	0	
	VTS	2	0	0	0	
	OR	7	1	4	0	
	NR	1	0	o	0	
	TOTALS	15	2	4	0	9
McMINNVILLE						
	LDC	6	2	1	0	
	VTP	1	0	0	0	
	VTS	6	3	1	0	
	OR	8	0	3	4	
	NR	6	2	2	2	
	TOTALS	27	7	7	6	7
DALLAS						
	LDC	5	2	0	0	
	VTP	1	0	0	0	
	VTS	4	0	1	0	
	OR	6	2	1	0	
	NR	5	2	1	0	
	TOTALS	21	6	3	0	12

Appendix B

	Surveys Distributed	Class Terminated	Class Completed	Surveys Not Returned	Net Survey Sample
EOGRAPHIC LOCATION SAMPLE					
MONMOUTH/INDEPENDENCE					
LDC	1	0	0	0	
VTP	0	0	0	0	
VTS	2	1	0	0	
OR	5	1	0	0	
NR	4	3	0	0	
TOTALS	12	5	0	0	7
IELD REPRESENTATIVE					
LDC	0	0	0	0	
VTP	0	0	0	0	
VTS	0	0	0	0	
OR	3	2	0	0	
NR	3	1	1	1	
TOTALS	6	3	1	1	1
STAYTON					
LDC	0	0	0	0	
VTP	0	0	0	0	
VTS	1	0	0	0	
OR	3	1	1	0	
NR	2	1	0	0	
TOTALS	6	2	1	0	3
SILVERTON					
LDC	0	0	0	0	
VTP	1	0	0	0	
VTS	3	1	0	0	
OR	5	2	0	0	
NR	6	3	0	0	
TOTALS	15	6	0	0	9
WOODBURN					
LDC	1	0	0	0	
VTP	0	0	0	0	
VTS	1	1	0	0	
OR	6	2	0	2	
NR	2	1	0	1	
TOTALS	10	4	0	3	3
eographic Location ample Totals	179	51	19	10	99

Appendix B

SPECIAL GROUPS SAMPLE	Surveys Distributed	Class Terminated	Class Completed	Surveys Not Returned	Net Survey Sample
SENIOR PROGRAM					
LDC	0	0	0	0	
VTP	0	0	0	0	
VTS	0	0	0	0	
OR	4	0	0	0	
NR	1	0	0	0	
TOTALS	5	0	0	0	5
COMMUNITY EVENTS					
LDC	0	0	0	0	
VTP	0	0	0	0	
VTS	0	0	0	0	
OR	5	3	0	0	
NR	3	2	0	0	
TOTALS	8	5	0	0	3
ABE-ESL-HS COMP.					
LDC	0	0	0	0	
VTP	1	1	0	0	
VTS	0	0	0	0	
OR	13	4	0	3	
NR	0	0	0	0	
TOTALS	14	5	0	3	6
SPECIAL PROJECTS					
LDC	0	0	0	0	
VTP	0	0	0	0	
VTS	3	2	0	0	
OR	1	0	0	0	
NR	0	0	0	0	
TOTALS	4	2	0	0	2
CORRECTIONS					
LDC	14	0	0	3	
VTP	14	10	0	0	
VTS	0	0	0	0	
OR	0	0	0	0	
NR	0	0	0	0	
TOTALS	28	10	0	3	15
SPECIAL GROUPS TOTALS	59	22	0	6	31

Appendix C

STUDENT QUESTIONNAIRE AND PERCENTAGE RESPONSES

Chemeketa Community College has initiated a Program Improvement Plan to better serve the citizens of our College District. This survey, which is a part of that plan, will provide information to college planners considering future college programs. The information you give will be treated confidentially and you will remain anonymous. Thank you for your participation and help in the Program Improvement Plan.

Please read the response headings carefully. Mark one response per line indicating your rating. Where used One = a high rating; Five = a low rating; NA = not applicable to you. Mark your rating on each line individually rather than ranking all the statements in a section. If you have questions, please ask the person distributing the survey for help.

I. Please rate the following as reasons for your enrolling in this course:

Most Important Least						
1	2	3	4	5	NA	
37	11	10	3	8	31	Job preparation; job advancement.
28	10	3	4	12	38	To earn a credential, degree or certificate.
46	17	15	7	5	9	To learn for its own sake; for interest in the subject.
23	13	18	9	11	26	To learn about myself and others; to develop my creativity.
19	7	10	7	17	40	To develop a hobby or for recreational purposes; leisure activity.
11	6	8	4	13	58	Health, physical well-being or safety.
17	11	14	6	13	40	For the betterment of home and family or community.

II. Please describe the content of this course by circling one response per line.

Yes	No	NA	
86	7	7	Course materials and assignments were adaptable to meet individual student needs and interests.
83	7	11	The difficulty of course materials and assignments was appropriate for this course.
87	6	6	The content of the course has had a practical application.
94	5	2	The course has been interesting.
91	2	7	The course was what the instructor said it would be.

III. Please indicate how effective this course has been in helping you meet your goals/interests for enrolling and in the other areas that follow.

Yes	No	NA	
83	5	12	The course helped me meet my goals for enrolling.
92	5	3	I would recommend this course to others.
92	4	3	I would recommend this instructor to others.
80	14	6	I intend to study this subject/interest further.

Page I, III continued. Please indicate how effective this course has been in helping you meet your goals/interests for enrolling and in the other areas that follow.

Yes	No	NA	
89	5	6	I have learned new skills, ideas, attitudes and values in the class.
72	12	16	What I have learned has helped in my personal development.
22	33	45	What I have learned has helped me participate more in civic and community affairs.
86	9	5	What I have learned has met my expectations for this course.

IV. Please describe your instructor's behaviors by rating the following:

Most Frequent Least 1	2	3	4	5	NA	
50	18	12	5	3	11	Instructor promoted discussion.
63	17	10	3	2	4	Seemed enthusiastic about the course materials.
40	20	16	4	4	15	Encouraged students to find answers to their own questions.
46	21	13	5	3	12	Varied approaches to meet the situation.
29	12	8	4	6	42	Gave exams that required more than memorized responses.
64	17	9	2	3	6	Demonstrated skills and/or concepts well.
48	15	8	2	2	25	Evaluated student performance fairly.
38	16	17	5	4	20	Stimulated students to develop intellectual curiosity and/or skill competencies beyond that required by most courses.
64	16	8	3	2	7	Clearly stated the objectives of the course.
63	18	8	4	2	5	Explained materials clearly and was to the point.
63	17	8	3	3	5	Showed interest in students being successful in the class.
49	13	10	4	3	20	Related class work to everyday situations.
32	13	12	3	5	35	Explained criticisms of student performance.

V. Please indicate the importance of any of the following to you in continuing your education at Chemeketa Community College.

Most Important Least 1	2	3	4	5	NA	
42	13	12	3	5	26	Adequate information on educational opportunities.
16	6	8	4	14	52	Adequate transportation.
25	7	11	5	11	42	Sufficient financial resources.
33	13	12	5	7	30	Advice on courses appropriate for my needs.
13	7	10	5	17	48	Overcoming my fear of not being successful in school.
2	1	2	1	8	86	A physical handicap hinders my mobility.
6	2	3	1	7	81	Adequate child care facilities/resources.
46	11	11	2	5	25	Class times that fit my needs.

STUDENT QUESTIONNAIRE

Page 2 Item V continued. Please indicate the importance of any of the following to you in continuing your education at Chemeketa Community College.

1	2	3	4	5	NA	
52	10	10	3	6	19	Courses I want are offered.
10	4	8	3	8	67	Release time from work.
21	8	10	4	9	48	Degree/certificate programs that don't take too long to complete.

VI. Please rate the following student services which might be provided by a college. On the left indicate those you most need and on the right show those that are available to you in this course.

Essential Needed Not Needed							Easily Available Scarce						
1	2	3	4	5	NA		1	2	3	4	5	NA	
21	7	11	5	8	47	Advising, counseling and counseling services.	16	5	10	4	9	56	
16	8	11	4	8	54	Credit recording and evaluation service.	12	5	9	5	5	64	
20	7	9	4	8	51	Library, Learning Center and tutoring services.	15	5	7	5	7	61	
22	9	10	3	7	49	Nearby Book Store services.	18	6	8	4	7	59	
6	3	5	3	11	71	Health services (such as health insurance.	3	2	4	1	7	83	
7	3	4	1	7	78	Child care services.	4	1	3	2	6	85	

VII. Please indicate the instructional method by which you prefer to learn (left column) and describe the method(s) used in this course (right column):

Ideal Class High Preference Low							Current Class Often Used Seldom						
1	2	3	4	5	NA		1	2	3	4	5	NA	
19	11	19	10	15	26	Lecture Method	25	11	15	6	10	34	
39	16	12	5	6	22	Lecture and discussion	32	14	12	6	6	30	
36	14	10	3	3	34	Laboratory, workshop and studio demonstration.	22	8	9	4	9	48	
42	12	12	4	6	24	Individualized instruction; working at your own pace or on your own project.	29	7	7	7	10	40	
24	10	8	2	5	51	Work experience; on the job training or internship.	7	3	4	3	9	73	
29	13	15	4	5	34	Competency-based instruction (demonstrating mastery of one skill or concept, then moving on to another).	18	9	11	5	9	49	

STUDENT QUESTIONNAIRE

Appendix C

Please indicate the site you most prefer for education (left column) and describe the site of this course (right column).

Ideal Class: Most Preferred Least							Current Class: Currently Used		
1	2	3	4	5	NA		Yes	No	NA
13	6	9	5	16	51	Place of employment	11	31	58
18	10	10	4	8	51	Occupational or technical facility site related to subject.	13	28	58
31	9	10	4	10	36	Chemeketa Community College Campus	41	20	39
37	10	10	4	6	34	Community location	38	18	44
						Other (please list_____			

VIII. General Information - Optional

In this section please give us information about yourself. The information will be treated confidentially. As this section is optional, we will appreciate your giving us this information to guide us in future planning. Circle one response only for each of the following questions:

1. Your age
   a. 16-19 10
   b. 20-24 17
   c. 25-29 19
   d. 30-34 15
   e. 35-39 9
   f. 40-49 12
   g. 50-59 8
   h. 60-61 1
   i. 62 + 6

2. Your sex
   a. male 43
   b. female 52

3. Your ethnic background
   a. American Indian 2
   b. Asian 0
   c. Black 1
   d. Spanish Surname 2
   e. White 85
   f. Other _____ 4

4. What is your estimated family income?
   a. Under $3000 10
   b. $3,000 - $7,999 13
   c. $8,000 - $9,999 9
   d. $10,000 - $13,999 12
   e. $14,000 - $15,999 8
   f. $16,000 - $18,999 9
   g. $19,000 - $20,999 6
   h. $21,000 - $24,999 7
   i. $25,000 and above 12

5. What is the highest level of education completed?
   a. 8th grade or below 3
   b. 9th - 11th grade 10
   c. High school diploma/GED 23
   d. Some college 37
   e. Associate degree 5
   f. Bachelors degree 12
   g. Masters degree 4
   h. Doctors degree 1

THANK YOU FOR YOUR HELP

Appendix C

INSTRUCTOR SURVEY AND PERCENTAGE RESPONSES

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Please read the response headings carefully. Mark one response per line indicating your rating. Where used One = a high rating; Five = a low rating, NA = not applicable to you. If you have questions, please ask the person distributing the survey for help.

I. Please indicate the relative importance of each of the following as a goal for this course. Circle one per line.

Most Important 1	2	3	4	5 Least	NA	
32	8	10	7	7	36	Job preparation; to prepare for a new or different job.
31	10	8	9	8	34	Job advancement; to update job skills or work for a promotion.
17	9	10	10	13	42	To earn a credential, a degree or certificate.
44	16	18	1	4	17	To learn for its own sake; for interest in the subject.
37	14	13	6	8	23	To learn about oneself and others; to develop one's creativity.
28	9	6	9	13	36	To develop a hobby or for recreational purposes; leisure activity.
13	5	11	4	12	54	Health, physical well-being or safety.
21	10	16	1	10	42	For the betterment of home and family.
17	10	17	6	7	43	To contribute toward community development or other social concerns.

II. Please indicate the importance to you of each of the following instruction-related activities:

Most Important 1	2	3	4	5 Least	NA	
63	10	6	3	0	18	Select course content and materials.
6	20	19	8	10	37	Follow College-adopted course outline.
49	22	9	2	1	18	Organize course materials.
34	30	12	3	2	20	Determine appropriate level of difficulty in content of materials.
30	19	17	9	4	21	Develop clearly written statement of course objectives, measurement techniques, standards of performance, instructor expectations and course requirements.
39	14	19	3	4	20	Evaluate students in methods congruent with course objectives and requirements.

Appendix C

INSTRUCTOR SURVEY AND PERCENTAGE RESPONSES

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Please read the response headings carefully. Mark one response per line indicating your rating. Where used One = a high rating; Five = a low rating, NA = not applicable to you. If you have questions, please ask the person distributing the survey for help.

I. Please indicate the relative importance of each of the following as a goal for this course. Circle one per line.

Most Important Least 1	2	3	4	5	NA	
32	8	10	7	7	36	Job preparation; to prepare for a new or different job.
31	10	8	9	8	34	Job advancement; to update job skills or work for a promotion.
17	9	10	10	13	42	To earn a credential, a degree or certificate.
44	16	18	1	4	17	To learn for its own sake; for interest in the subject.
37	14	13	6	8	23	To learn about oneself and others; to develop one's creativity.
28	9	6	9	13	36	To develop a hobby or for recreational purposes; leisure activity.
13	5	11	4	12	54	Health, physical well-being or safety.
21	10	16	1	10	42	For the betterment of home and family.
17	10	17	6	7	43	To contribute toward community development or other social concerns.

II. Please indicate the importance to you of each of the following instruction-related activities:

Most Important Least 1	2	3	4	5	NA	
63	10	6	3	0	18	Select course content and materials.
6	20	19	8	10	37	Follow College-adopted course outline.
49	22	9	2	1	18	Organize course materials.
34	30	12	3	2	20	Determine appropriate level of difficulty in content of materials.
30	19	17	9	4	21	Develop clearly written statement of course objectives, measurement techniques, standards of performance, instructor expectations and course requirements.
39	14	19	3	4	20	Evaluate students in methods congruent with course objectives and requirements.

INSTRUCTOR SURVEY

Most Important Least 1	2	3	4	5	NA	
55	14	8	4	2	17	Plan course to accommodate a variety of student abilities and interests.
65	12	3	2	0	17	Demonstrate helpfulness to students in reaching course objectives.
65	14	3	2	0	16	Demonstrate interest in student success.

III. Please describe the regular frequency with which you perform the following:

Usually Frequency Seldom 1	2	3	4	5	NA	
						In planning courses, I use information gained from:
23	31	13	3	6	24	1. Student evaluations
20	19	14	11	3	32	2. Colleagues
11	10	12	7	12	48	3. Coordinator evaluations
22	14	16	5	6	37	Initially I obtain information from the students on their educational goals and I conduct end-of-term assessments and/or student follow-up surveys to determine the effectiveness of my courses in helping students reach their educational goals.
31	16	10	3	2	39	End-of-term measurements indicate that 70% or more of students enrolled in my courses met the performance objectives of the course.
29	16	10	1	3	43	End-of-term measurements indicate that 50% or more of the students in my classes performed at their highest potential/ability.
60	17	4	0	1	18	I recommend Chemeketa Community College to people.
66	8	3	1	2	21	I would like to teach at Chemeketa Community College in the future.

IV. Please describe the instructional method(s) you have used in this course.

Most used Least						
11	22	23	8	16	21	Lecture Method
30	27	11	8	5	19	Lecture and discussion
38	13	9	1	3	36	Laboratory, workshop and studio demonstration
43	8	10	6	4	29	Individualized instruction; working at your own pace or on your own project.
6	7	6	3	5	73	Work experience; on the job training or internship.
23	15	14	5	8	36	Competency-based instruction (demonstration of mastery of one skill or concept, then moving on to another).

INSTRUCTOR SURVEY

V. Please indicate the relative importance of each of the following in helping you to be your most effective in this class (left column). Then please describe the degree to which each is present in this class (right column).

Ideal Situation Most Important Least							Current Situation Most Present Least						
	1	2	3	4	5	NA		1	2	3	4	5	NA
Support from competent administrators.	31	19	20	3	4	22	Eager students	25	21	20	4	7	23
	65	16	3	0	0	16	Adequate instructional materials.	38	21	14	5	2	20
	46	22	10	0	2	20	Adequate facilities for instruction.	25	23	21	4	5	22
	48	24	10	1	0	17	Diverse student abilities & interests.	33	14	25	4	3	20
	31	14	17	6	10	22	Information about college procedures.	28	19	18	5	6	23
	18	14	20	3	8	37	Information about course requirements.	10	15	23	7	7	38
	21	23	11	3	10	33	Knowledge of college expectations of part-time teachers.	11	23	13	9	9	36
	26	17	13	6	7	30	Feelings of belonging/identification with the college.	13	18	19	7	9	34
	23	20	20	5	9	23	An understanding of my role in the community college.	15	17	21	9	13	26
	28	19	20	3	9	21	Interaction with other part-time teachers at the college.	19	18	26	8	6	23
	14	19	15	8	12	32	Staff development opportunities are relevant to my needs.	5	6	15	17	23	34
	17	19	14	4	10	36	Staff development opportunities are scheduled flexibly.	11	5	15	15	15	39
	20	13	15	5	5	42	Adequate information about staff development opportunities.	6	12	19	5	12	45
	16	23	17	4	7	34	Staff development opportunities that are followed up well by my coordinator and me.	13	13	13	9	15	37
	20	11	16	6	7	40	Adequate instructional facilities for this course.	12	5	16	9	16	43
	47	23	4	1	2	23	Adequate student support services such as Learning Center, tutors, bookstore, counseling and advising.	29	20	19	3	5	23
	26	15	13	2	3	41	Adequate communication with your immediate supervisor.	14	12	13	6	12	43

Appendix C

INSTRUCTOR SURVEY

VI. Please describe the support services you consider preferred for your ideal program (left column) and describe the availability of support services to your current program (right column).

Ideal Program — Most Preferred Least							Current Program — Most Available Least						
	1	2	3	4	5	NA		1	2	3	4	5	NA
Registration	37	17	13	4	2	26		31	26	6	3	3	30
Business Office	32	20	10	3	3	31		20	16	14	4	5	41
Library/Learning Resource Center	23	12	12	6	5	42		19	20	13	3	4	41
Bookstore facilities	11	10	14	7	13	44		21	12	20	3	5	38
Data Processing for management	7	14	13	7	15	44		10	3	6	5	8	67
Printing for program needs	7	4	8	3	7	70		30	18	11	2	2	37
Secretarial/Clerical	23	16	10	7	5	40		19	17	12	3	1	48
Counseling for students	17	9	12	5	7	50		22	7	14	5	2	50
Advising for students	6	9	15	8	10	53		20	8	11	6	2	53
Job placement for students	6	10	10	9	7	57		7	10	8	3	4	67
Child Care for students	1	7	5	3	10	73		10	5	5	2	6	72
Tutoring for students	0	1	4	3	17	74		11	10	7	4	9	58
Activities for students	3	3	8	6	16	64		8	5	10	4	11	61

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Appendix C

ADMINISTRATIVE SURVEY AND PERCENTAGE RESPONSES

Chemeketa Community College has initiated a Program Improvement Plan to better serve the citizens of our College District. This survey, which is a part of that plan, will provide information to college planners considering future college programs. The information you give will be treated confidentially and you will remain anonymous. Thank you for your participation and help in the Program Improvement Plan.

Please read the response headings carefully. Mark one response per line indicating your rating. Where used One = a high rating; Five = a low rating; NA = not applicable to you. If you have questions, please ask the person distributing the survey for help.

I. As you planned your course offerings, how important did you consider each of the following goals of education in selecting which courses you offered?

Most Important Least 1	2	3	4	5	NA	
18	29	29	12	6	6	Job preparation; to prepare for a new or different job.
35	12	29	0	18	6	Job advancement; to update job skills or work for a promotion.
6	29	24	6	24	12	To earn a credential; to earn a degree or certificate.
24	29	35	0	6	6	To learn for its own sake; for interest in the subject.
29	29	35	0	6	0	To learn about oneself and others; psychology or interpersonal relations. To develop one's creativity.
24	41	18	6	6	6	To develop a hobby or for recreational purposes; leisure activity.
12	29	47	6	0	6	Health, physical well-being or safety.
6	47	41	6	0	0	For the betterment of home and family.
6	41	41	12	0	0	To contribute toward community development or other social concerns.

II. Please indicate the relative importance of each of the following in your ideal program (on the left), and the existence of each in your current program (on the right).

Ideal Program Most Important Least 1	2	3	4	5	NA		Current Program Most Important Least 1	2	3	4	5	NA
53	35	0	12	0	0	Up-to-date course outlines are available.	6	29	35	24	6	0
35	41	6	12	6	0	Course outlines contain objectives that are measurable in terms of student learning.	0	6	41	35	12	6
24	47	18	6	6	0	There is a process for systematic review of course outlines for appropriateness of content and objectives.	0	12	12	47	29	0

Appendix C

ADMINISTRATIVE SURVEY

III. Please indicate the importance of each kind of information (left scale) and the availability of the data to you in the right scale.

Most Important Least 1	2	3	4	5	NA		Most Available Least 1	2	3	4	5	NA
47	35	12	6	0	0	Data gathered from students shows that courses I manage enable students to meet their educational goals and pursue their interests.	0	6	47	12	29	6
29	53	12	6	0	0	Data gathered from students show that courses I manage meet student's expectations.	0	18	65	6	6	6
47	18	24	0	12	0	Data gathered from students show that courses I manage encourage their further participation in education.	6	24	24	24	18	6
18	41	0	0	6	35	Data show that 70% of the courses have an acceptable student end of course retention rate, which is _____% of the students enrolled at the end of the 4th week. (Please fill in the %).	12	12	24	12	0	41
35	29	18	6	6	6	Data show that 85% or more of the classes I schedule attract enough students for them to "go".	35	29	0	12	12	12
35	24	24	6	0	12	End-of-term student assessments indicate that instruction in 85% or more of the classes I manage are performance oriented.	12	24	18	18	6	24

IV. Please indicate your perceptions of the part-time instructors with which you work.

Most Frequent Least 1	2	3	4	5	NA	
6	29	29	6	18	12	I have little difficulty recruiting personnel who meet teacher qualification requirements.
0	18	59	6	6	12	Instructors I hire seek help/feedback in becoming more effective teachers.
35	41	12	0	0	12	Instructors I supervise demonstrate concern for students.
24	41	24	0	0	12	Instructors I hire are effective teachers of adults.

V. Please indicate the relative importance of the following in helping you be your most effective as a manager.

Ideal Program Most Important Least 1	2	3	4	5	NA		Current Program Most Important Least 1	2	3	4	5	NA
59	29	0	6	6	0	Adequate information for planning.	0	24	59	18	0	0
6	71	6	12	6	0	Effective hiring procedures.	0	41	35	24	0	0
53	35	6	6	0	0	Adequate pool of qualified instructors.	0	29	35	12	18	6

Appendix C

ADMINISTRATIVE SURVEY

Most Important Least 1	2	3	4	5	NA		Most Important Least 1	2	3	4	5	NA
59	29	6	6	0	0	Budget/financial resources.	6	18	35	12	18	12
53	35	0	12	0	0	Physical facilities appropriate for your program.	6	18	53	0	18	6
59	18	12	6	0	6	Adequate procedures for implementing new course ideas.	6	41	29	24	0	0
53	24	12	6	0	0	Adequate information on teacher effectiveness.	6	0	71	24	0	0
						Support from administration:						
65	18	6	0	6	6	Immediate supervisor	41	29	18	6	0	6
24	59	12	0	6	0	Dean	0	18	65	12	0	6
41	12	24	18	0	6	President	18	35	29	12	0	6
41	24	12	6	0	18	Adequate training in management skills.	18	35	29	0	0	18
41	35	12	6	0	6	Staff development; opportunities for developing skills abilities.	6	29	47	6	6	6

VI. Please describe the support services you consider preferred for your ideal program (left column) and describe the availability of support services to your current program (right column).

Ideal Program Most Preferred Least 1	2	3	4	5	NA		Current Program Most Available Least 1	2	3	4	5	NA
59	24	12	6	0	0	Registration	6	24	53	12	6	0
47	41	12	0	0	0	Business Office	12	41	35	6	0	6
24	41	24	6	0	6	Library/Learning Resource Center	6	24	47	12	6	6
29	47	12	12	0	0	Bookstore facilities	6	47	35	6	6	0
35	53	6	6	0	0	Data Processing for management	0	35	47	12	6	0
41	41	18	0	0	0	Printing for program needs	0	24	65	12	0	0
59	24	18	0	0	0	Secretarial/Clerical	29	24	29	6	6	6
59	24	12	0	6	0	Counseling for students	18	47	18	6	12	0
41	41	18	0	0	0	Advising for students	6	41	29	24	0	0
12	35	24	6	6	18	Job placement for students	0	0	12	24	35	29
6	29	24	12	24	6	Child Care for students	0	6	6	6	59	24
12	41	24	12	0	12	Tutoring for students	0	6	12	35	29	18
0	6	35	12	35	12	Activities for students	0	6	12	24	35	24

THANK YOU FOR YOUR HELP

END